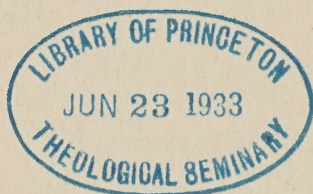


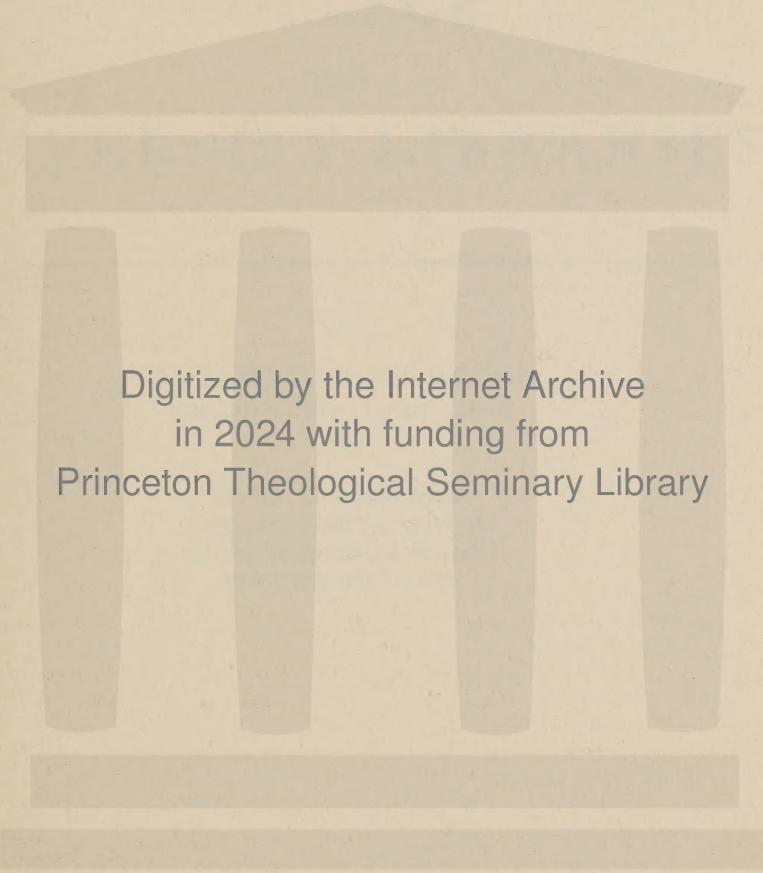
CIRCULATION WORK
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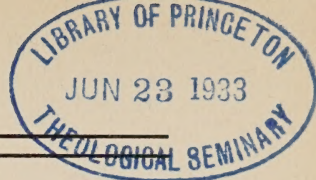
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CIRCULATION WORK
in
COLLEGE
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BY
CHARLES HARVEY BROWN
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AND
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INTRODUCTION

A LIBRARY school student or a member of a college library staff who desires to study the theory and methods of circulation work in college libraries, is at present compelled to rely almost entirely on personal visits and questionnaires. Jennie M. Flexner states that the literature on loan work in public libraries is largely out of date and otherwise inadequate. In general, the literature on circulation work in college libraries is not merely out of date and inadequate; it is practically non-existent.

Miss Flexner's statement that a development of routines and methods in libraries has been governed chiefly by local conditions applies far more strongly to college and university libraries than it does to those in the more general field. Among public libraries there is one charging system (the Newark) more or less standard. College libraries have no standard charging system. Indeed, it is almost impossible to find any two college libraries which use identical records in charging books. There are wide variations in the practical objectives of circulation work in college libraries. There is an even wider variation in the methods used to attain them. For purposes of study and comparison, it seems desirable to attempt to present a statement of the principles and some of the many practices used in circulation work in college libraries.

The college library is primarily a tool. In any study of the use of this tool there are two factors to be considered—the tool itself, and the individuals who use it. The loan department is the connecting link between the two. There have been many studies on the internal administration of libraries but few on the needs and reading qualifications of library patrons. The studies of Luella C. Pressey at Ohio State University would seem to indicate that some college students should be reading fourth-grade books instead of college texts. Until investigations similar to that of Mrs. Pressey give us more information about our patrons and the library material of most value to them, any conclusions on circulation work in college libraries must be regarded as tentative and subject to change.

This publication, therefore, is not in any way a final statement. It is rather an attempt to set forth tentatively what seem to be the more important principles. It includes in the second part a compilation

of methods and practices which seem to have been reasonably successful in view of our present knowledge.

Objection will be made that much of this study concerns work which is not generally assigned to the loan department. The authors realize that this statement is true. The division between the duties of the loan and reference librarians will depend upon conditions in the individual library. In some institutions the loan department is assigned all the duties discussed in this publication. Since this condition exists, it seemed desirable to take a broad conception of the work of the loan department. We have, therefore, included all work with readers except that which involves search for reference material. Many libraries will wisely assign to the reference department some of the functions mentioned. In the small college library the librarian will act in part as the loan librarian and will assume many of the duties assigned in this book to the loan department. In many institutions there is no reference librarian; the loan librarian acts in both capacities.

It is the belief of the authors that the work of the loan department has received too little emphasis in comparison with the work of other departments of the library. The possibilities of the full development of book service to readers have not been realized. We believe that during the next decade much greater attention will be given to direct library service to patrons.

The term "college" is used throughout to include both the college and the university, except in a few cases where a distinction is drawn.

The authors desire to express their appreciation to Harold L. Leupp, Librarian of the University of California, who has read both the preliminary draft and the revised manuscript and has made many valuable suggestions; to Ernest J. Reece and Lucy E. Fay of the School of Library Service, Columbia University, who read the preliminary draft; to Dr. J. R. Derby, Head of the English Department, Iowa State College, Ralph M. Dunbar and Helen Crawford, both of Iowa State College Library, all three of whom read carefully the revised manuscript.

Acknowledgment is also made of suggestions received from many librarians.

PART I
GENERAL PRINCIPLES

CHAPTER I

DIFFERENCES BETWEEN COLLEGE AND PUBLIC LIBRARIES WHICH AFFECT THE LOAN WORK

IN VIEW of the adequate volume on circulation work in public libraries, by Jennie M. Flexner, the inquiry may naturally arise: "Why is a separate publication necessary on circulation work in college and university libraries?" Are there any characteristic differences between the loan work of the two types of institutions? If so, what are they, and why do they exist?

At least two of the aims of the loan departments of both types of libraries, if stated in general terms, are identical. Both college and public libraries endeavor to supply patrons with the printed material they need. Both attempt, or should attempt, to stimulate a desire for reading. An examination of the practices of the two types of libraries, however, discloses wide differences, due primarily to the fact that the college library in contrast to the public library is not an independent unit. The college library is subordinate to the college; "it has before it at the outset a specialized problem, created by agencies superior to itself, which it must solve in order to perform its function."¹

Difference in Freedom of Action

The objective of the library depends upon the objectives of the college. It is the college which defines the instructional aims. It is the function of the library to aid in attaining these aims rather than to formulate them. A public library is not functionally subordinate in making its contribution to the advancement of education. The college library is primarily a service department, dependent upon the college as a whole for a definition of its place in the educational system. In its dependence upon a superior agent the college library resembles more closely the libraries of business corporations than it does municipal public libraries.

The close dependence of the college library upon the institution it serves affects both the organization and the practices of the library.

¹ Hicks, F. C. Library problems resulting from recent developments in American universities. *Library Journal* 40:307; also published under the title, *Library problems in American universities*. *Educational Review* 49:325. 1915.

There is, for example, the special problem of meeting the needs of a large number of students referred to the library to read assignments from a limited number of books. The problems are assigned by the instructors; the books are selected by the instructors. But the library is responsible for insuring satisfactory book service.

Changes in the policy of the college may require immediate adaptation in library service. The opening of a new department of instruction will affect the demand for books. The extension of graduate work may make necessary large additional purchases of periodicals. Even the appointment of a new instructor may render obsolete, in so far as the individual library is concerned, many of the books already purchased in a given field. These changes, which have a marked influence on the loan work, are governed by the institution, not by the library. It is the duty of the library to adjust itself to the needs of the students as determined primarily by the instructing departments or by the institution as a whole.

For successful library service the library staff must be closely in touch with instructional work of the college. Cases are known in which consultation between an instructor and the librarian would have prevented assignment of subjects for Masters' and Doctors' theses which could not be satisfactorily investigated on account of the limitations of the local book collections. For effective library service close affiliation of the library and instructional staffs is necessary.

The dependence of the library on the college has naturally resulted in a closer administrative control of college libraries than is exercised over public libraries.

Difference in Direct Administrative Control

The administration of public libraries is ordinarily vested in a board of trustees, usually appointed by the mayor. The college library is under the control of a committee of the faculty, some administrative officer of the college, or both. The library committee is composed of men who are professional educators and ordinarily make considerable use of the library in their daily work. Their supervision is much closer and more detailed than the supervision of the board of trustees of a public library, whose professional or business employment does not bring them into such close contact with the institution. The library committee of the college customarily determines the allotment of funds to various departments for the purchase of books. Frequently it even decides what books are to be

bought. In many colleges assistants, in some cases even student attendants, are appointed upon the initiative of administrative officers or members of the faculty. The supervision of the library building and the janitorial force is usually under the direction of the superintendent of buildings and grounds, not of the librarian.

The control over the college library, even when not expressed in by-laws or regulations, may be none the less effective. It may rest upon custom. Quite generally most of the books bought by the library are selected by the faculty; only in exceptional cases does the librarian actually exercise any veto power as long as the allotments are not exceeded. Theoretically, many institutions give the librarian authority to decide what books are to be purchased, but actually only the exceptional librarian questions the recommendations of faculty members.

Difference in Clientele

The clientele of a college library differs widely from that of a public library. The patrons of public libraries represent a cross-section of the population of the city or town served. They may include those employed in various occupations and professions, those without any occupation or profession, housewives, children, those with little education beyond the grade school, and a few college and university trained men and women. In colleges and universities readers form a much more homogeneous class than do the users of public libraries. College students come to college presumably to continue their formal education. Their chief use of the library is based upon the instructional work of the college. In contrast, therefore, to the public library, the college library must meet the needs of a specialized group of readers—in the case of faculty members, highly specialized. In this respect also the college library resembles more closely the library of a business corporation than a municipal public library.

Difference in Type of Demands made at Loan Desk

The clientele of the college library differs widely from that of the public library; the type of books requested differs even more widely. Since the chief interest of college library patrons is, or should be, in education, a much larger proportion of books for study and informational reading is required, and a very much smaller proportion for recreational reading. Whereas the loan of fiction to public library patrons may reach a proportion of 75 per cent of all loans,

the reverse holds true of loans to patrons of a college library. It is more usual to find a proportion of 75, 80, or even 90 per cent non-fiction requested as against 25 or 30 per cent in public libraries.

Then, too, the demand for certain definite books is rightfully more insistent in a college library (sometimes frightfully insistent). The college exists primarily to enable students to continue their education. It is obligated to supply the necessary equipment. This definite and fixed obligation has a marked influence upon the organization, administration and routine of college and university libraries. One result is that the college library spends a much larger proportion of its budget for printed material than the public library. In many colleges and universities the amount spent for books, periodicals and binding equals or nearly equals the amount spent for salaries. In public libraries the amount spent for book purposes is only one-third the amount spent for salaries.² In its direct influence upon the work of the loan department the urgency of demand for certain books has brought into all college libraries such practices as the reserving of a large number of books for assigned reading and the arrangement of a circulation file by call numbers. Neither of these practices exists in public libraries.

Difference in Intensity of Use

The use of a college library by the individual reader is much greater than the use of a public library by the average citizen. Alvin C. Eurich is quoted by W. M. Randall³ as stating that on the average 27 per cent of the student body in the University of Minnesota use the reading rooms in one day. This figure implies that each college student uses the library once in four days. The loan of books by the better equipped college libraries averages from twenty to thirty per reader each year, compared with loans of seven or eight per citizen by the most-used public libraries. Further, the proportion of books used within the building to loans for outside reading is probably far greater in college than in public libraries, except, of course, in the large reference libraries. Students do much more of their reading and studying within the walls of the library than the readers in public libraries. The use of a college library by the

² The salary compilation for 1930-31 by J. T. Gerould shows that the average amount spent by 39 college libraries for books is \$86,522; for salaries \$93,629. The 19 largest public libraries listed in the table of public library salaries (A. L. A. Bulletin 26:361. 1932) spent on an average \$544,979 for salaries and \$183,383 for books, according to figures compiled from U. S. Office of Education. Bulletin 1930, no. 37.

³ Randall, W. M. The college library. p. 43. A. L. A. and Univ. of Chic. 1932.

average student is probably many times as great as the per capita use of the public library.

This fact has an influence on the work of the loan department. A college library does not need to expend the same effort to attract its readers to the building as does the public library, but can throw all its energy into increasing the use of books by making their use easy. Every student knows the location of the college library. Advertising the library outside the building is not so necessary as in the case of the public library. The fact that students visit the library frequently offers exceptional opportunity for the best form of publicity—adequate service to readers.

Difference in Historical Background

The college library was much slower than the public library in emphasizing the use of books. Since 1876 the public library movement in this country has developed very rapidly, probably because of the emphasis placed on the use of books. In the history of college libraries no such notable development has occurred, unless, indeed, it is now taking place.

College and university libraries are old in years; but from the standpoint of use they are very young. Formerly they were storehouses rather than laboratories, and even now in some institutions practices more fitting for storehouses than for laboratories are found in operation. "In the old days at Columbia College, freshmen and sophomores were allowed to visit the library only once a month to gaze at the backs of books; the juniors were taken there once a week by a tutor who gave verbal information about the contents of the books, but only seniors were permitted to open the precious volumes, which they could draw from the library during one hour on Wednesday afternoons."⁴

In 1893 Lodilla Ambrose stated, "Several large institutions limit students to a reference use of the library. . . . In a certain college a student may have only two books a week; one of these must be from the religious department, and these will only be given to him on presentation of a ticket signed by one of his professors."⁵ Before 1906 the University of Michigan lent no books to students for home reading.⁶

⁴ Koch, T. W. Some phases of the administrative history of college and university libraries. *A. L. A. Bulletin* 6:274. 1912.

⁵ Ambrose, Lodilla. A study of college libraries. *Library Journal* 18:116. 1893.

⁶ U. S. Office of education. Survey of land-grant colleges and universities. *Bulletin* 1930, no. 9; v. 1:612. 1930.

The following quotation from Dr. Koch's excellent summary of the early administrative history of college and university libraries is worth reprinting.

"Mr. Sibley, who spent 36 years in the service of the Harvard Library, has frequently been pictured as typical of the old style collector and custodian of books. The story is told of his having once completed an inventory of the library and, when seen crossing the yard with a particularly happy smile, was asked the reason for this pleased expression. 'All the books are in excepting two,' said he. 'Agassiz has those and I am going after them.' Exaggerated as this picture of him undoubtedly is, it must be said he did lay much more emphasis upon the collecting and preservation of books than upon their use."⁷

Some exceptions to the limitation of student use of the library in the early days can be found. The following quotation shows clearly the interest of the students at both Dartmouth and Vassar in liberal facilities for the use of books.

"Here it may not be out of place to testify our appreciation of the extensive liberty which is allowed us in making use of the contents of the Library—a liberty on which we are the more inclined to congratulate ourselves on account of the contrast it presents to the numerous restrictions imposed upon the students of many other institutions. Our library is open to all the members of the College nine hours of each day, and we are not only allowed personal access to the bookshelves, but find them arranged with especial reference to our convenience. . . . We are quite of *The Dartmouth's* opinion that the money expended in the purchase of 'expensive wire-doors' for the book-cases would be far more profitably laid out in paying the salaries of assistant librarians.'"⁸

The traditions and the literature of college libraries—with the exception of a few colleges such as Vassar—emphasize preservation rather than use. Even at present many college libraries still report with pride the number of volumes in their collections, but ignore entirely any comment or statistics on the amount of use of the collections. The statement by Justin Winsor, himself a college librarian, that "a book is never so useful as when it is used," has been more generally adopted as the guiding principles of public than of college libraries.

These conditions have been and are rapidly improving. One library with no material change in the college enrollment increased its loan of books for home use during the 10 years between 1922 and 1932

⁷ Koch, T. W. Some phases of the administrative history of college and university libraries. *A. L. A. Bulletin* 6:274. 1912.

⁸ Vassar Miscellany, v. 2, no. 1:64. 1872.

from 20,000 a year to 110,000. A discussion in the *Library Journal*⁹ cites an increase in the use of books (including use within the building) at the University of Michigan amounting to about 90,000 over the previous year. However, the former emphasis on preservation has not yet completely shifted to a major emphasis on use. Service to readers has not been given the same relative consideration in college as in public libraries. Compared to the possible future development of loan work in college libraries, the present status offers an almost virgin field.

Variations in Loan Methods among College Libraries

Partly because of the more detailed control over college libraries, partly because of the individuality of various colleges and universities, there is less uniformity in the methods used in loan departments of different college and university libraries than in similar departments in public libraries. College and university libraries do not conform so closely to any one type. Colleges and universities are largely individualistic. The average professor is very jealous of his inherent rights of freedom in speech, of freedom in the organization of his courses, and of departmental freedom in the construction of the curriculum. Since the librarian in former days was usually appointed from the instructing staff, he brought into the library routine more individual methods than are found in public libraries. In the past the university librarian, as compared with his colleagues in the public library field, did not have to the same extent either previous library experience or technical training. The individualistic tendencies in our colleges and universities, the lack of library experience of librarians before appointment, and faculty control of the library have resulted in a wide variation in methods. Some libraries to-day are suffering from the erroneous conviction of "professor-librarians" that they could construct a classification scheme superior to the standard systems.

Community of Interests between College and University Libraries

Whether the present wide variation in methods is in all cases necessary or desirable may be questioned. There are extensive differences between a college library serving a liberal arts college of 500 students and a library serving a university of 10,000 students with a large graduate school and a considerable research program. How-

⁹ 57:163-65. 1932.

ever, these are differences in quantity rather than in kind, and do not compare with the fundamental differences existing between college and public libraries. Even in a small college the library is used by a faculty more or less interested in research. The large university has undergraduate students whose library needs vary but slightly from those of students of small colleges.

Information about university libraries may in many cases help the college librarian to a better solution of his problem than the study of other college libraries. The college library can benefit by the larger experience of the university library in the selection and purchase of books and in methods of serving faculty members interested in research. On the other hand, the university librarian may obtain suggestions from a study of the methods of college libraries in such matters, for example, as the individual guidance and extensive promotion of student reading, including the development of dormitory libraries. College and university libraries have among themselves a community of interests which they do not share with public libraries.

The university library does, however, have one problem assigned to it which does not exist either in college or public libraries. In the college library a relatively small proportion of readers is interested in research. In the university library many of the users—faculty and students—are deeply concerned with research. In some university libraries the problem of meeting the needs of this class of readers becomes paramount and necessitates a more extensive and very different library organization from that required in small colleges. The existence of this problem also creates another even more perplexing: how can the library be organized to serve a large number of research workers and also to serve effectively undergraduate students?

Public and College Libraries Can Learn from Each Other

The foregoing discussion implies that the work of the loan department of a college library cannot be based upon the practices of the loan department of a public library. It does not imply that a college library cannot learn some methods of value from the study of loan work of a public library, or that the public library has nothing to learn from a college library. The loan department of the college library can observe with profit the methods employed by public libraries to make books easy to use—the display of all new books, the display of a special selection of books near the loan desk, special

exhibits for special occasions, and book talks. On the other hand, the loan departments of public libraries can profit by a study of the serious efforts made in college libraries to supply students with the exact books they need. Indeed, the work of readers' advisers in public libraries is somewhat comparable to faculty guidance of student reading.

Since the college library has specialized problems which are assigned to it by the college and which do not exist for the public library, the methods and practices of college libraries cannot wisely be based on the methods of public libraries. Nevertheless, practices of the loan departments of public libraries may be valuable for purposes of comparison.

Importance of Loan Department

One similarity between public and college libraries lies in the emphasis which both should place on the importance of the loan department. College libraries have been slower than public libraries to recognize the significance of loan work. As the chief interest of our college and university libraries shifts from preservation to use of books, greater responsibility is thrown upon the loan department. In reality, the evolution of the work of the department represents the evolution of college and university libraries.

The familiar statement that the college library is the center of the intellectual life of the campus may be questioned. Dr. Works complains in his review of the library section of the *Survey of land-grant colleges and universities*: "The college library suffers from too much lip service."¹⁰ In many institutions the oft-repeated statement that the library is the "heart of the college" represents more an ideal than an actual fact. The failure of the library to play a more important part in the life of the college may be due to the lack of emphasis placed upon the work of the loan department. Whatever the position of the library in the institution may be, the loan department should be the center of the activities of the library. The first contact which students make with a college library (in many cases with any library) is through the loan department. The only contact ever made by many students with a large collection of books is through assistance of the loan department of their college library. Loan desk practices will in many cases determine whether students continue the use of books throughout their college course,

¹⁰ Works, G. A. The survey of the land-grant college and university libraries. *Agricultural Library Notes* 6:175. 1931.

or whether they become discouraged at failures to obtain desired material promptly.

The members of the loan department in most institutions have exceptional opportunities for advice to students on reading, for making known and easily accessible outstanding publications of which even the faculty may be in ignorance. The loan department, if sufficiently supported and wisely administered, can bring to students a new realization of the value of reading as a vital factor in their education, not only during four years of college, but throughout life.

SUMMARY

1. The loan work of college libraries differs greatly from that of public libraries, because

- (a) The college library has created for it specialized problems which do not exist for the public library. The college library is a service department.
- (b) The administrative control of college libraries is much more detailed and requires close correlation between instruction and the work of the library.
- (c) The clientele represents a much more homogeneous type.
- (d) The patrons of a college library make quite different demands upon the loan desk, as seen by the proportionately larger use of non-fiction, and more insistent demands for certain books.
- (e) College libraries have in the past emphasized preservation of books rather than use.
- (f) College libraries are much less uniform in loan methods than public libraries.

2. The college and the public library can learn much from each other; especially can the college library study with profit the importance attached by the public library to its direct service to readers.

SUGGESTED READINGS

There has been almost no material published on the differences between college and public libraries. F. C. Hicks makes a notable contribution to a study of the basis for the differences.

Hicks, F. C. Library problems resulting from recent developments in American universities. *Library Journal* 40:307-12; also published under the title, *Library problems in American universities*. *Educational Review* 49:325-36. 1915.

Salmon, L. M. The college library. *Libraries* 31:322-25. 1926.

For the historical aspects of the question the following references are suggested:

Ambrose, Lodilla. A study of college libraries. *Library Journal* 18:113-17. 1893.

Koch, T. W. Some phases of the administrative history of college and university libraries. *A. L. A. Bulletin* 6:268-75. 1912.

U. S. Bureau of education. Public libraries in the United States of America. Pt. 1, p. 21-31, 60-126, 515-20. Washington, Govt. print. off. 1876.

U. S. Office of education. Survey of land-grant colleges and universities. Bulletin 1930, no. 9; v.1:609-17. 1930.

CHAPTER II

USERS OF COLLEGE LIBRARIES

LITTLE information has been published in regard either to the motives of those who come to our libraries or to their needs. Indeed, librarians have appeared to be more concerned with the methods than with the aims of library service—a natural condition in a new profession. Dr. W. M. Randall states truly, as an examination of the papers read at library meetings will testify, that: “This, and other facts, all point to the conclusion that the approach to the problems of the college library has been sought primarily from the side of the books themselves, rather than through a study of the users of the books. A good catalogue; a careful classification; an accession book which shows at a glance the number of volumes in the library: these are the things to which the college librarian points with pride. The task of bringing about a contact between the books and the students is left largely to the faculty of the institution and to the least mature and experienced members of the library staff.”¹ Very, very rarely have any studies been made of those who use libraries; yet we should, as George A. Coe has stated, “consider what motives are in operation in both adult life and child life, how selection among them is made, and how some can be caused to grow, and others not to grow.”²

Why do Patrons use a College Library?

The question of the extent to which the present forms of library use meet the real needs or “wants” of readers offers an attractive field for study by psychologists, educators, and librarians. Are readers conscious of their real needs in the use of the library? If so, are they able to state them? Are replies to questionnaires a criterion of readers’ actual interests? Members of the faculty at one institution, in reply to a questionnaire, checked titles of books which they desired to read. A later investigation revealed that the instructors did not read the books for which they had checked titles, although these books were almost immediately made available. Their

¹ Randall, W. M. The college library. p. 54. A. L. A. and Univ. of Chic. 1932.

² Coe, G. A. The motives of men. p. v. Scribner. 1928.

reasons or excuses were many: "I want a lighter book today"; "I am going to read it sometime," etc. The inference seems sound that the checked titles actually represented books which they thought they ought to read, and that books which they really wanted to read formed quite a different class. Samuel W. McAllister, Associate Librarian, University of Michigan Library, points out in "Some observations on the reading of university students": "A comparison of the subject matter of these latter books with those topics listed as 'preferred by all men college students' in Waples and Tyler, *What people want to read about* disclosed very little similarity."³

Another subject for investigation is the actual benefit a student receives from the various forms of library assignments, which at present is largely a matter of opinion, or even theory, rather than of knowledge. For example, it is possible that the assignment of topics for investigation may be of more benefit to the student than the assignment of definite pages.

A solution of these questions may greatly change the work of the loan department. About twenty-five years ago college instructors adopted the practice of assigning definite pages in certain books. Immediately libraries were compelled to set aside special collections and to change materially their methods. In the future a shift to the assignment of topics may decrease the use of the assigned reading room, but will increase the demand for personal assistance in finding subject material. Until more is known of the exact contribution which the various kinds of library use make to the educational advancement of its readers, any organization set up for the loan department of the library and any conclusion drawn must be regarded as only tentative and subject to change.

Who are the Users of College Libraries?

The users of a college library can be more easily classified than the users of a public library. The following are the classes of readers served by college and university libraries. Some libraries serve all classes mentioned; some serve only a few.

- (a) The faculty
- (b) Graduate students
- (c) Undergraduate students
- (d) Extra-campus readers
 - (1) Alumni
 - (2) Correspondence students

³ Library Journal 57:165. 1932.

- (3) Citizens of the state (chiefly state universities)
- (4) Faculties of other institutions
- (5) Residents of the town

(a) *The Faculty*

The faculty members of any institution form a highly specialized group. Most of them have engaged in some research in their special fields; some, especially in the larger institutions, are at present engaged in research and in preparing articles for publication. All of them have, or should have, a basic interest in instruction. Although faculty members do not form a class which should be favored at the expense of other readers, they do form a class whose needs may require special consideration. For this reason most libraries offer special privileges to faculty members, such as use of cubicles and special rooms and permission to retain for considerable periods books borrowed from the library.

The reasons for exempting members of the faculty from the general rules of the library are not always clear. The abuse of these privileges, which exists quite commonly in college libraries, is possibly explained by a failure to appreciate that they are granted because of special needs, not as a general right. The need of a professor for a special room in the library in which to write a book does not imply that he should be permitted to use this room as a private office for personal consultations or for committee meetings. Permission to borrow for research a rare volume as an inter-library loan does not justify a request to borrow a Shakespearian folio for the use of a class of undergraduates. A professor's need for an indefinite loan of research material does not mean that his wife should be permitted to borrow in his name *The book of knowledge* for the indefinite or permanent use of a steadily increasing family.

The extension of special privileges to faculty members is most necessary in connection with their research. There seems to be no good reason for the extension of indefinite loan periods to the borrowing of books for general reading, or of books needed for course work of students.

Faculty members use the library in the following capacities:

- (1) As research workers
- (2) As instructors, using
 - books covering the subject matter of courses, including books of value in the assignment of readings to students
 - books on methods of instruction
- (3) As general readers

The need of faculty members and graduate students for books and periodicals for research, most noted in the larger universities, is the chief reason for the existence of departmental libraries and for the development of the interlibrary loan system. The requirements of research workers have a decided influence not only on the organization of the library, but also on the qualifications of the staff and the methods used in the loan department. These subjects are considered in detail in later chapters.

It should be remembered also that interest in research is not confined to the faculties of large universities. Even in small colleges there are individuals who are active in research. Their "wants" require careful consideration, all the more so because it is difficult to meet them without trespassing on the inter-library loan privilege. Fortunately many small colleges are so located that a larger research library is available within a few hours' travel.

Not all faculty members are qualified for research, nor are they all engaged in research; but all of them should be interested in good teaching. The need for research material should not be allowed to crowd out even more important needs for books treating methods of teaching, bearing on subject matter of courses offered, or containing new material for assigned readings. After all due consideration is given to the requirements of research, the fact remains that our colleges and universities exist primarily for instruction of students.

Since this is the chief object of the college, the most important contact of the library with faculty members is not in their research, but in their teaching function. There is no other factor either within or without the walls of the library which can so affect the reading of students as does instruction. The more stimulative the teaching, the greater will be the demands upon the library. For this reason, the library will be especially interested in filling requests by faculty members for books on methods of instruction, and in calling their attention to such books. Most of these emphasize the relation of the use of books to instruction. Dr. D. A. Robertson, President of Goucher College, and formerly Assistant Director of the American Council on Education, is quoted as follows: "May I say in general that I believe in stimulating the individual teacher to a sense of his responsibilities. If we can secure well trained teachers, conscious of a responsibility for educating a man rather than for imparting departmental information we shall make unnecessary the allocation of educational responsibilities to a special period of the year like freshman week, or to a special course like an orientation course, or

a special officer like a personnel officer.”⁴ If instructors are educating men rather than imparting information the contacts of students with the library will be quite different. The library can be of distinct aid in the attainment of the ideal proposed by Dr. Robertson. The college library is under special obligation to supply faculty members with such books as Yoakam, *The improvement of the assignment*; Kent, *Higher education in America*; *Five college plans*; and Pressey, *Some college students and their problems*.

Likewise, general reading by faculty members is desirable, not only because of the advantage to the readers themselves, but also because faculty members have unusual opportunities to influence the general reading of students through the recommendations of definite books. Nevertheless, if faculty members monopolize recent publications for months at a time, if the books recommended for student reading are not available to students, then the reading of faculty members may restrict rather than promote students' reading. The solution would seem to be to require faculty members and students to observe the same time limits for recent publications of general interest, to offer to faculty members and students the same opportunities for the examination of new books and to recall those books requested by students and held by faculty members beyond the two weeks' limit.

(b) *Graduate Students*

The number of graduate students at the larger universities has increased rapidly in recent years, thus placing greater emphasis on research. The development of the Graduate College has been a major factor in the differentiation between college and university libraries.

From the library standpoint graduate students may be considered to comprise two classes. The first includes those who are sincerely interested in their work, which may involve original investigation; the second, those whose chief aim seems to be to obtain an advanced degree. The use of the library by the first class of students is similar to that made by faculty members engaged in research, except that some students require more bibliographical assistance than do faculty members. For this reason a few universities offer graduate courses in bibliography.

Unfortunately, many graduate students come to college chiefly

⁴ Quoted in Knode, J. C. Orienting the student in college. Columbia University. Teachers College. Contributions to Education, no. 415:111-12. 1930.

from mercenary motives, since salary increases to teachers are frequently contingent upon the possession of advanced degrees. In their use of the library these students resemble undergraduates. They are not especially concerned either with scholarship or with research and are eager to finish their tasks. Many of them require not only much assistance in the use of research publications, but also instruction of the type usually given freshmen. Some of them are not familiar with the use of the card catalog, periodical indexes and encyclopedias.

(c) *Undergraduate Students*

The chief and most important user of the typical college library is the undergraduate student. Many books are available on the student's life and problems. Some deal directly with the reading of the undergraduate and the inducements which bring him to the library. Any study of the relations of the college library to readers and of the work of the loan department cannot ignore the criticisms of our present educational system, especially because the use of the library by students is involved in these criticisms. Attempts to remedy present conditions will certainly have a direct influence on library procedure.

Dr. Robert Cooley Angell in his book, *The campus*, complains:

"The collective life is not characterized by intellectual curiosity and intelligent discussion. In a majority of their courses, perhaps, the undergraduates simply go through the motions of preparing their lessons, writing theses and reports, and studying for examinations. . .⁵

"Nor do undergraduates do much reading calculated to help them along the road to learning. A careful study⁶ at the University of Chicago indicated that the average individual does less than three hours of 'serious reading' a week outside the required work. Though a university library furnishes the college man or woman with the thought of the ages in well ordered and easily accessible form and gives opportunity to follow any line of study, the privilege is seldom utilized. For instance, approximately two-thirds of the reading done through the facilities of the Michigan Library is of an assigned character. Of the remaining third (which represents approximately three books per undergraduate a year) much more than half is undertaken for pure pleasure, with no thought of gaining knowledge. There seems to be little evidence of intellectual curiosity, of the desire to penetrate new depths. Formalism again furnishes a partial explanation. Because of the lack of interest in their studies, college men and women have to be coerced into doing supplementary reading. This results in required reading lists, a fixed number of pages a week, and so

⁵ Angell, R. C. *The campus*. p. 2. Appleton. 1928.

⁶ Made before the present system was adopted.

on, a procedure which puts an effective damper on whatever interested browsing there might otherwise be."⁷

Apparently, after allowance is made for many exceptions, it is safe to say that the average student has no great interest in reading or any great desire to read. Most of his reading is forced. Why? President Lowell has attempted to give one explanation. "The blight of American education is working for near objectives and scoring them off when attained, a tendency encouraged by the system of courses and counting of credits."⁸ Methods of dealing with students are too standardized and uniform. Other critics also complain that too much weight is given to grades and credits, that too little attention is paid to teaching, and that there is no progressive development of the student in college.

Attempts to meet the objections to our present educational system mentioned above have been undertaken by a number of institutions. Various programs which have been inaugurated are considered in the following chapter.

Some educators argue that instruction in college should be of such a nature that the student will naturally continue his education in his post-college days. If accepted by students as well as by the faculty, this conviction will affect their attitude toward the library, for much of their education must be continued through books and through libraries after they leave college. The students will not come to the library simply to complete a given assignment, to finish a course and receive credit. The danger of immediate objectives mentioned by President Lowell will be ended.

The reasons which induce students to go to the library may be changed in the future. In the meantime, the library must be organized to meet the requirements of students under the present educational system. The undergraduates now go to the college library for the following purposes:⁹

- (1) To read assigned pages in definite books.
- (2) To look up assigned topics in certain selected books.
- (3) To look up assigned topics for which no particular books are recommended.
- (4) To obtain books for general reading.

In addition to the uses of the library mentioned above there should

⁷ Angell, *Op. cit.* p. 64-65.

⁸ Quoted in Little, C. C. *The awakening college.* p. 31. Norton. 1930.

⁹ The list is arranged in the order of importance as determined by a study of the number of students at one college who visited the library for each purpose. The order may vary in different institutions as instructional methods vary.

also be added the reading of current periodicals, browsing, and the cursory examination of books. These various uses will receive detailed consideration in connection with the service of the loan department.

(d) *Extra-campus Readers*

The loan department must be organized primarily to meet the needs of members of the instructing faculty, graduate and undergraduate students. In some institutions demands from other classes of individuals are numerous enough to merit consideration. The service which a college library can offer to readers not in residence varies with the type of institution and depends somewhat upon the location of the college and the proximity of other libraries. Many college libraries have been unable to develop this extension of their activities without detriment to their chief function.

(1) *Alumni*. A few libraries are lending books to alumni for both general and professional reading. Contemporary development in education is stressing more strongly education throughout life; the four years at college are considered to be simply an introduction to an education which should be continued. It has been argued that universities and colleges are under certain obligations to assist the alumni to continue their education. This obligation is fully discussed by Prof. D. L. Grant in an article entitled, "Educating the educated."¹⁰ Alumni are accustomed to the use of college libraries; many of them find themselves in localities where no library service is available. To enable them to continue the reading habits formed in college, a few institutions have developed organizations to lend books by mail either directly or through public libraries. On account of the expense, the loan of books to alumni is usually limited to small colleges.

Very few libraries have found it possible to develop any considerable loan service to alumni, not necessarily because it is undesirable, but because funds do not permit. The lack of funds, of course, is not a legitimate reason for the failure to develop this service. If the service is considered valuable, means should be obtained for its development. Lawrence College at Appleton, Wisconsin, has probably developed loans to alumni more extensively than any other institution.¹¹ The University of North Carolina has inaugurated

¹⁰ Grant, D. L. Educating the educated. *School and Society* 30:282-89. 1929.

¹¹ The experiment at Lawrence is described by President Wriston in an article entitled, "The college library and alumni reading." *A. L. A. Bulletin* 25:523-24. 1931.

a self-supporting loan service to alumni. Other institutions, notably the University of Michigan, have published reading lists of books for alumni. Since reading lists are compiled by members of the faculty, many of whom are known to alumni, they are probably more effective than the customary anonymous list.

Mention should also be made of the formation of alumni colleges which consist of a week or two of instruction, usually in the spring or early summer. The innovation will have a certain bearing on the use of the library and may require a supply of books by mail to enable alumni who attend such courses to continue their studies.

The extent to which book service to alumni, the alumni college, and the printing of book lists, are of value remains to be seen. Alumni education is a development, however, which librarians should watch carefully. If an institution adopts a policy of book service to the alumni, the college library should be able to handle this service better than any other agency.

(2) *Correspondence Students.* Correspondence students, from the library standpoint, include those taking courses by correspondence, and graduate students working *in absentia* for advanced degrees. These classes are usually found only in the larger universities. The extent to which the book needs of correspondence students can be met is contingent upon the funds available to the university library. Few institutions have been able to serve correspondence students by any extensive system of loans, but some are attempting to do so. The argument has been advanced that the university library is under obligation to provide correspondence students and those working for degrees *in absentia* with the material they need. If in undergraduate instruction the tendency away from the textbook toward more extensive reading is desirable, then an adequate supply of books is equally necessary for correspondence students.

(3) *Citizens of the State.* Being supported by taxation, state universities and colleges may be regarded as having an obligation to serve the citizens of the whole state. Some libraries consider it part of their function to supply books that cannot be obtained through other agencies such as state commissions, county libraries or city libraries. Industrial corporations which are developing investigational programs can be served to advantage by any state college or state university. In some states the only library which can supply material needed for research is the library of the state college.

Librarians in state-supported institutions have certain duties in

connection with the library development of their state and in the development of reading habits throughout the state. Many contacts are possible which will influence the reading habits of citizens. These activities may not be the most important work of the loan librarian, but they undoubtedly have considerable value in some rural states where libraries are comparatively few and reading habits undeveloped. Some departments of state colleges have staff members whose sole duty consists of state-wide contacts, addresses, and correspondence. Why should not the college library have a similar organization, especially in these days when so much attention is given to adult education?¹²

(4) *Faculties of Other Institutions.* Most libraries lend books not needed immediately on their own campus to other institutions through an inter-library loan system. The larger universities are generously lending several thousand volumes each year to other institutions for the use of their faculties. Since this class of readers has been steadily increasing its demands, inter-library loans have greatly multiplied during the last few years, at a very considerable cost. There is some question whether this privilege has not been subject to abuse and whether some of the cost of the service could not be used to better advantage elsewhere in the library. The difficulties caused by abuse of the system, remedies and routine are discussed in Chapter X.¹³

(5) *Residents of the Town.* Some college libraries, such as Oberlin, maintain an extensive service for local residents. Even children's rooms are not unknown in college libraries. The number of readers of the town who use the university library affects to a certain extent administration of the loan department. Local residents should not be supplied at the expense of the college community unless the city or town gives financial support to the college library. Often the books most in demand by town people are the ones most needed by students.

Practices of college libraries in permitting loans to local residents vary greatly. Some libraries will not lend books at all to town residents; others will lend only those books not in demand by the college community. Many libraries require a guarantee—in some cases a money deposit from town borrowers. One library has a rule that it will neither lend "waiting list" books to town residents, nor reserve

¹² The University of Michigan has developed a rather extensive program of loans of parcel libraries to high school debating teams throughout the state.

¹³ p. 150.

any books for them. Coe College requires an annual fee of \$1.00. Many libraries permit residents to use books within the building, but not to withdraw them for home use. If service to students is the primary object of a college library, then loans to town residents must necessarily be somewhat restricted.

SUMMARY

1. There is a need for further studies on the use of college libraries from the standpoint of those who use them.

2. The users of college libraries consist of four classes:

- (a) Faculty
- (b) Graduate students
- (c) Undergraduate students
- (d) Extra-campus readers

3. Faculty members require exceptional privileges, which should not be abused. The use of the library by faculty members will have a considerable influence on the use of the library by students.

4. Graduate students in their use of the library form two classes, resembling respectively research workers and undergraduate students. The size of the graduate college will determine to some extent the organization of the library.

5. Undergraduate students form the chief and most important class of readers in most colleges. Only the exceptional student has any great interest in reading. Experiments are under way at many universities and colleges which may eventually modify the present system. Such modifications will vitally affect the work of the library and must be carefully studied.

6. The use of college libraries by extra-campus readers depends largely upon the type of institution and upon its programs for alumni education, for correspondence courses and for statewide service (in state universities).

SUGGESTED READINGS

One of the best statements of the need to study users of libraries is Dr. W. M. Randall's paper on "The uses of library catalogs." He has called to the attention of librarians the question of the users of libraries and of their difficulties. A reading of this article is recommended.

Of the many books on the undergraduate student those which relate to the students' reading interests are listed in Chapter 8.

Mishoff, W. O. The catalog from a reader's viewpoint. *Library Journal* 57:1035-1038. 1932.

Randall, W. M. The uses of library catalogs; a research project. A. L. A. Catalog Section. *Catalogers' and classifiers' yearbook*, no. 2:24-32. 1931.

THE COLLEGE STUDENT AND THE CHANGING COLLEGE

Angell, R. C. *The campus*. Appleton. 1928.

Angell, R. C., ed. *A study in undergraduate adjustment*. (Sponsored by

- the Sociology Department . . . University of Michigan.) University of Chicago press. 1930.
- Wilkins, E. H. The changing college. University of Chicago press. 1927.
- Wilson, L. R. The emergence of the college library. A. L. A. Bulletin 25:439-46; School and Society 34:483-92. 1931.

THE FACULTY AND THE LIBRARY

- Wriston, H. M. Objective indices of faculty scholarship obtainable through the library. Association of American Colleges. Bulletin 18: 176-185. 1932.

An experiment at Lawrence College shows that the scholarship of faculty members has a direct relation to their use of library books.

ALUMNI EDUCATION

- Grant, D. L. Educating the educated. School and Society 30:282-89. 1929.
- Shaw, W. B. Alumni and adult education. New York, American Association for Adult Education. 1929.
- Wriston, H. M. The college library and alumni reading. A. L. A. Bulletin 25:523-24. 1931.

CHAPTER III

OBJECTIVES OF THE LOAN DEPARTMENT IN COLLEGE LIBRARIES

A. GENERAL OBJECTIVES

THE general objectives of the loan department, as well as of the library, depend upon the objectives of the college. Although it is not the function of the library to define these, it is necessary for librarians, especially loan librarians, to understand them clearly.

The objectives of our colleges and universities generally have not been formulated, as pointed out by Dr. Louis R. Wilson in his excellent summary of the changing status of college libraries: "The educational aims of the college, and the part which the library should play in achieving them, are less clear than they should be. Nevertheless, significant studies have been made by the more competently staffed and adequately financed colleges and changes have been made with great benefit to the student bodies concerned."¹

Inasmuch as the objectives of the college greatly affect the work of the loan department—indeed the college objectives should form the basis of all the work of the loan department—the following compilation has been made of some recent statements of college aims and their probable influence upon the library. It is impossible at present to give any definition of the objectives of the college which would find universal acceptance. All that can be done is to present a summary of tendencies in those colleges which have been conducting significant experiments.

Changing Objectives of the College

During the past few years there have been some attempts to state the educational aims of the college; in a few institutions the functions of the college and the methods of instruction have been modified accordingly, with many resulting changes in library activities. Quotations defining some proposed aims and the means of attaining them may enable the librarian to appreciate how a clear understand-

¹Wilson, L. R. The emergence of the college library. A. L. A. Bulletin 25:439-40; School and Society 34:484. 1931.

ing of the purpose for which the college exists will affect the service of the library, and how closely the functioning of the college, especially under new conditions, is dependent upon and interwoven with effective library administration.

A statement made by President E. H. Wilkins of Oberlin College has a direct bearing on the work of the loan department:

"The central purpose of the college is the training of the minds of its students. This training is twofold: it involves, first, the acquisition of knowledge by the student, and, second, training in the processes of the acquisition and the use of knowledge. . . The formation of the habit of the acquisition of knowledge through the independent use of books is a major factor in this training; and if this habit is not formed in college, it is not likely ever to be formed. . . Current collegiate experience still tends all too much to give the impression that the only way to gain knowledge of a subject is to take a course in it. . . The practice of discovery through independent reading should be still further emphasized and given still further scope. I therefore strongly recommend that at least one field be covered by the student through private reading, that such reading be regarded by the college as equivalent to course-taking, and that for practical purposes it be duly tested and credited."²

Dr. Wilkins' statement implies that student use of the library should accomplish two purposes; not only the acquisition of knowledge, but also "the formation of the habit of acquisition of knowledge through the independent use of books."

His statement further implies that these two purposes are the two major objectives of the college. In the various phases of library activity the contribution of the library to the accomplishment of these aims is quite different. The use of the assigned reading room may contribute much to the attainment of the first purpose and little to the second. On the other hand, by means of personal advice and suggestion of books to read and by book displays the loan department can aid directly in the accomplishment of the second purpose.

Incidentally, note should be made of the much greater significance of Dr. Wilkins' phrase "the formation of the habit of the acquisition of knowledge through the independent use of books," than the shorter and rather hackneyed expression, "formation of reading habits" so commonly used in educational circles.

The most radical change in program is the one recently inaugu-

² Wilkins, E. H. The college curriculum. In Kent, R. A. Higher education in America, p. 441-59. Ginn. 1930. Reprinted in part from Wilkins, E. H. The changing college. University of Chicago press. 1927.

rated at the University of Chicago. The "new college plan" abandons all credit courses in the junior college and all requirements of attendance at classes. The customary freshman and sophomore classes no longer exist; a student may take all his examinations for promotion to the upper division, or senior college, at the end of one, two, or three years of residence. An attempt is made to shift emphasis from formalities to actual educational development and to emphasize what a student knows rather than what he has done. Each student is given syllabi listing books and outlining study programs in four fields: humanities, social sciences, physical sciences, and biological sciences. The earlier he is able to pass the examinations, the more quickly can he enter the senior college. He has, therefore, a real incentive to study. It is hoped that elimination of the "lock-step time serving and perfunctory requirements and restrictions" will keep alive and sharpen the initial eagerness, interest and enthusiasm of the student.³

Has this change influenced the use of books and especially the general reading of the students? Has it given them any enthusiasm for knowledge or has it simply transferred the eagerness to complete credit courses into an eagerness to pass the examination for admission to the senior college? It does seem even in the first year to have increased materially the reading of students. It is too early yet to pass a judgment. There are, however, indications of certain tendencies.

To add to the facilities of the university library, the University of Chicago in 1931 organized a dormitory library for general reading and a separate library for assigned reading. In eight months, during 1931-32, the books for general reading borrowed from the dormitory library, not including books used in the room, averaged over eleven per student. Contrast these figures with the statement by R. C. Angell quoted in the preceding chapter, that the average undergraduate, through the facilities of the University of Michigan Library, reads only three books a year (with the exception of assigned reading) of which more than half are read "for pure pleasure with no thought of gaining knowledge."

The new status at the University of Chicago is of special interest because certain parts of the plan, which were in early use to a limited extent at some other colleges, are now being more widely adopted. Dean Works reported in July, 1932, at a meeting of the Institute

³ Condensed from Five college plans: Columbia, Harvard, Swarthmore, Wabash, Chicago. Columbia University press. 1931.

for Administrative Officers of Higher Education, that over 100 colleges are releasing students from the requirements of class attendance, encouraging them to study on their own initiative.

Antioch's program for the senior college has many features in common with the plan used at Chicago in the junior college.

"President Morgan's aim for Antioch is that the end shall be achieved and not any prescribed means be used. . . . The autonomous program implies the choice of a field of concentration at the end of the second year, self-directed study, voluntary attendance at weekly lectures, ample opportunity for conferences and discussion groups, and a final comprehensive examination at the end of the senior year. In the place of assignments, the student receives a syllabus at the beginning of each semester which serves to guide his reading and to give direction to his study.

"It is quite evident that the autonomous plan of study places a heavy burden upon the resources of the library. One example will suffice to illustrate this relationship in a particular field. . . . A seminar room for economics is located adjacent to the instructor's office. All available research material in this field is temporarily arranged in this seminar. Individual studies are assigned to each student. In this department it is the aim of the instructor to give the student absolute freedom in the selection of a particular topic for study, which the latter determines from his study of source material. The compilation of bibliographical sources is important. When the student completes his checking of source material in the seminar, he is expected to consult the major reference works and periodical files in the central library. . . ."⁴

This statement of Mr. Lyle shows clearly how the programs of higher education modify the use of the library, but the increased demand might be regarded as an opportunity rather than a burden, were the library given adequate financial support.

Over 100 colleges are now using the so-called "honors" courses. In general these courses provide for reducing the number of credit hours required and assigning of special problems or special courses of reading, to be undertaken by the student with the advice and direction of a member of his major department. The student may select the special topic he wishes to investigate. He is not required to report at fixed hours; he can hasten or delay the completion of the work, but it must be completed. In a majority of colleges a comprehensive examination is held on the work accomplished. The object of these courses is to increase the interest of the student and to give him a greater incentive. Because of the amount of time required of faculty members in giving individual attention to "honors" students,

⁴ Lyle, G. R. The college librarian and reading experiments. A. L. A. Bulletin 26:552. 1932.

"honors" courses are more generally offered by the small colleges than by the larger universities.

Other programs, proposed or inaugurated, include semi-annual reading periods at Harvard; the abandonment of all course work for some students during the last two years and the substitution of "honors" courses at Swarthmore; radical changes in instructional methods, including the installation of class room libraries, at Stevens College, Missouri; the use of specialized libraries by students, working under personal guidance of instructors, at the State University of Iowa (proposed, but not yet in force).

Some years ago Bertrand A. Russell presented the following proposal, which emphasized personal guidance and individual reading programs:

"In the newer universities in England and America there is a regrettable tendency to insist upon attendance at innumerable lectures. The arguments in favor of individual work, which are allowed to be strong in the case of infants in a Montessori school, are very much stronger in the case of young people of twenty, particularly when, as we are assuming, they are keen and exceptionally able. When I was an undergraduate, my feeling, and that of most of my friends, was that lectures were a pure waste of time. No doubt we exaggerated, but not much. . . .

"The teacher should, at the beginning of the term, give a list of books to be read carefully, and a slight account of other books which some may like and others not. He should set papers, which can only be answered by noticing the important points in the books intelligently. He should see the pupils individually when they have done their papers."⁵

Effects of Changing College Aims and Functions upon the Library

The various experiments mentioned have much in common. All of them agree, at least in part, with the recommendation of Bertrand Russell. All of them stress, as does President Wilkins, the importance of stimulating the student to form the habit of acquiring knowledge through the wide use of books.

If the proposed methods are successful, the incentive which brings the student to the library will be not the compulsion to read certain assigned pages for the next day's lesson, but the desire to obtain information. Mention has been made of the increase in the independent reading of students which has taken place at Chicago and Antioch, where experiments are now under way. If the tendencies which have been mentioned are universally adopted the functions of the loan departments in college libraries will be enlarged to an extent

⁵ Russell, Bertrand. Education and the good life. p. 309. Boni & Liveright. 1926.

which it is difficult to imagine at present. More personal service will be given to each student, not only in the supply of books, but in guidance, encouragement and possibly discussion of the best books for his special needs. The loan department may require assistants trained in the subject matter of instructional courses. Much of the book collection may be distributed in class rooms, with libraries and laboratories serving each science, and libraries serving as both libraries and laboratories for the humanities. The loan departments of our libraries may develop not only far beyond their present scope but also beyond any scope which can be outlined in this publication.

Nearly forty years ago, at the dedication of Colorado College Library, President William Rainey Harper issued a far-sighted prediction which even after these many years may still give an indication of the future development of library service:

"Some of us will see the day when in every great division of the university there will be professors of bibliography and methodology, whose function it will be to teach men books, and how to use them. It is pitiable to find that many graduates of our very best colleges are unable, upon taking up the more advanced work in divinity or in graduate courses, to make good use of books. They can find nothing; do not know how to proceed in order to find anything. No more important, no more useful, training can be given men in college than that which relates to the use of books. Why do so many college men give up reading when they leave college? Because in college they have never learned the use of books. The equipment of the library will never be finished until it have upon its staff men and women whose sole work shall be, not the care of books, not the cataloguing of books, but the giving of instruction concerning their use."⁶

Librarians Should Watch the Changing Functions of the College

Librarians, as well as instructors, should watch the changing objectives and functions of the college very closely. College librarians should know the problems and objectives of the great realm of college higher education. When they do, not only will the solution of the problems themselves be much easier but there will be a purpose in each librarian's mind that will throw light and life into every library activity.⁷

However slowly the tendency toward greater emphasis on individual instruction, toward greater individual guidance and individual

⁶ Harper, W. R. The trend in higher education. p. 123-24. University of Chicago press. 1905.

⁷ Paraphrased from a statement in Zook, G. F. Major problems in the improvement of instruction in higher institutions. School and Society 30:282. 1929.

reading may develop—and there is no doubt it will develop—the libraries and those in charge of library service to the public in our college libraries must prepare themselves to modify and enlarge their present service so as to support this tendency. Without this preparation much of the contribution to the movement which libraries and librarians can make will be lost, with a consequent weakening of the effectiveness of the movement. Unless libraries are prepared to support the changing methods of instruction, even more of the administration of our libraries will be transferred to the instructing staff.

The interest of librarians in the objectives and functions of our colleges is also desirable because as faculty members and educators they should have a contribution to make toward deciding upon modification of existing functions. The program involves an increased use of books and the library. Librarians should be more familiar than other educators with students' reading. In any discussion of a new program which will result in a much greater use of books, the opinion of the librarian should be of value.

Unfortunately, only the exceptional librarian has familiarized himself with the many excellent books now being published on experiments in higher education. These experiments may vitally affect the work of the library. For this reason no apology is made for giving in a publication on the loan work of a college library a brief synopsis of the changing functions of colleges. The fact that changes at some institutions have already influenced the administration and service of the loan department concerned is in itself a justification.

This discussion of college objectives has dealt chiefly with those which concern undergraduate instruction. Possibly more immediate library problems are presented by changes in the specific objectives of graduate schools, such as the extension of graduate courses and research. Decisions by university authorities to extend graduate courses may change the whole nature of the library and the loan department. These decisions are not made by the library, but the librarian as a member of the administrative council should have a voice in reaching them. Extension of graduate work to new departments will place an increased burden upon the library. Unless the funds available for library purposes are sufficient to support the new courses, it would seem to be doubtful wisdom to offer them. Too many institutions are now attempting graduate work without adequate library facilities.

Only the exceptional colleges are undertaking the newer experi-

ments. If these experiments prove successful and if the newer methods in higher education are generally adopted, much of the discussion of specific objectives, organization, and methods which follows will necessarily be modified.

B. SPECIFIC OBJECTIVES

The general objectives of the loan department and of the library depend upon and are determined by the general objectives of the college. The specific objectives can be determined by the library.

For the purposes of this discussion it is desirable that there be a clear idea of the activities included in the functions of the loan department. The organization in college libraries necessarily varies, as will be seen later. In this publication, all contacts with readers are included under the work of the loan department, with the exception of those made by the reference department in connection with reference inquiries.

The circulation work of the college library is that phase of the activities of the library which has to do, not only with

- (a) the delivery of reading matter to the library clientele, but also with
- (b) advice on the selection of books,
- (c) aid and instruction in the use of the card catalog and reference books,
- (d) stimulation of individual interest in reading.

This definition cannot be applied without exception to the work of the loan departments of all libraries. A broad conception of the work of the loan department is given here because it is believed that the various services mentioned should be performed by some department of the library and because in some libraries they are assigned to the loan department. The distinction to be made between the work of the loan department and that of other departments of the library is discussed more in detail in later chapters.

Function of Loan Department Greater than Supplying Books

It is obvious that this definition is much broader than the definition of circulation work in public libraries given by Jennie M. Flexner, as follows: "Library circulation work may be defined as that activity of the library which through personal contact and a system of records supplies the reader with the books wanted."

Libraries in educational institutions should possess an active rather than a passive interest in the education of students. Any

definition of circulation work in college libraries should require that the loan department be something more than a passive agency. It should be an active link in connecting the use of books with the instructional work of the college. It is concerned with the stimulation of reading as a vital part of education. Not only should it supply books wanted; it should also stimulate, expand and increase the intellectual needs of its readers. Progress is based on expanding needs. "A savage, indeed, wants little; this is what makes him a savage. . . . Whatever keeps us going in any direction, together with whatever makes us select a new direction from time to time—in other words, our motivation—is what we are. Meagre wants, meagre manhood; enlarging wants, enlarging manhood."⁸ This statement applies equally well to the intellectual development of students. The library and the college have the obligation to increase students' intellectual wants and to direct them toward new intellectual activities.

The general definition of circulation work in college libraries as stated above implies also a definition of the specific aims of the loan department, which may be expressed as follows:

- (a) To deliver promptly every book needed and requested by a patron.⁹
- (b) To assist each patron through personal assistance to find material in the catalog quickly.
- (c) To enable each patron through personal assistance to locate material which may be found quickly through periodical indexes, bibliographies or reference books. (If the inquiry cannot be answered quickly, it is referred to the reference department.)
- (d) To develop in each student through instruction and training the ability to use effectively the catalog and the more important reference books.
- (e) To afford opportunity to any patron to discuss book needs and to obtain at the library adequate suggestions for reading.
- (f) To bring about an understanding by each faculty member of the assistance a library can render in instructional work.
- (g) To supply information and service that will enable the individual student to realize the aid to his educational development obtainable through books and libraries. This objective implies a realization of the value of both general and professional reading.

How can these objectives be attained? What means are now used to attain these objectives and what are the best to use? (Not necessarily the same.) What is the best staff organization of the loan

⁸ Coe, G. A. *The motives of men*. p. 3. Scribner. 1928.

⁹ The term "patron" applies to all students, faculty members and others whom the library is supposed to serve.

department to put into effect ideal service to meet these needs? What is the most desirable overhead administrative control of the loan department; what should be the relations of the department to the general administration and other departments of the library? In a discussion of these questions in the following chapters methods will be described which have been employed in various libraries, although not all of them have been used in any one.

SUMMARY

1. The objectives of the loan desk depend upon those of the library, which in turn depend upon those of the college.

2. College objectives are changing rapidly. These changes are greatly affecting the work of the library and the service to the public. The newer objectives of colleges all emphasize the importance of individual reading.

3. Librarians and loan librarians should note not only the present aims of their own institutions, but also proposed objectives and experiments elsewhere.

4. The specific objectives of the loan department can be clearly stated; they are much wider than simply the supply of books requested. Librarians should take an active rather than a passive interest in the education of the individual student.

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CHAPTER IV

ORGANIZATION AND ACTIVITIES OF THE LOAN DEPARTMENT

LOAN departments in our college libraries have been organized to attain all or some of the specific aims mentioned in the preceding chapter. The extent to which the slogan, "Books are for use," is actually followed in a college library, as well as endorsed orally, can be judged by the organization and activities of the loan department. If books are only to be preserved and not used, no loan department is necessary. If a library takes only a passive and not an active part in the educational life of the college, the activities of the loan department will be confined to work behind desks and limited to the supply of books requested—an important, necessary, and often an inefficiently performed function, but not the sole function of the loan department. If the library is to be an active force in the educational life of the college, much of the work of the department must be done away from the desks.

Classification of Activities

The work of the loan department may be performed either by the librarian himself, or more commonly by members of the staff, at (a) the loan desk, (b) the assigned reading desk, (c) the periodical desk, (d) the service desks of departmental libraries (excluding such work as does not involve contact with the public), (e) the browsing room. The activities of the department may also include (f) service over the telephone, (g) aid in the use of the catalog, (h) quick information service, (i) instruction in the use of books and libraries, (j) advice to students on general reading, (k) interviews with members of the faculty on the use of books, (l) addresses at faculty and departmental meetings, (m) publicity in regard to books and the place of reading in the college curriculum.

Much of the work listed above under (a) to (d) is done behind desks. Most of that listed under (e) to (m) is done away from the desks. The functions of the loan department can be easily grouped under these two divisions.

The assignment in this publication of these various duties to the loan department does not necessarily imply that in all libraries the

work should be so organized. It does imply that in some libraries these activities should be placed under the direction of the loan librarian. The exact arrangement which will be most effective depends to a large extent upon (a) the type of institution which the library is serving and the size of the book collection, (b) the number of students, (c) the personality and qualifications of the loan and reference librarians, (d) the interests of the librarian, (e) the arrangement of the building. All of these factors must be considered.

(a) *Effect of the Type of Institution upon the Organization*

Although it is true that both the large university and the small college library serve to some extent the same classes of readers, the percentage of patrons interested in research is much larger in the university. Research workers require a special type of library service. In the university there are proportionately many more reference inquiries necessitating extended search and the use of publications in foreign languages. Research workers require access to the stacks, the availability of a large number of publications, an extensive inter-library loan service, and facilities for private study. Loan librarians and chief assistants in a research library will need higher qualifications than are required in the small college, such as considerable knowledge of French and German and the ability to identify condensed and often almost unintelligible citations. The book needs of research workers will influence the organization of both the library and the loan department, the assignment of duties and the qualifications of assistants.

The size of the book collections necessary in the large research universities also causes difficulties in service to undergraduate students. Book collections tend to become unwieldy. The relatively few books that undergraduates need—at the most not over 100,000—are lost in the great mass of material. Although the library at Brown University could not be considered exceptionally large, yet as the collection approached 100,000 volumes the difficulties in its use by students became more pronounced. “A single year’s experience had convinced me that, though the library had not yet acquired a hundred thousand volumes, it was becoming unwieldy for the personal reading of undergraduates. They were losing their way. They could not select the books of most interest to them out of the bewildering mass by which they were surrounded.”¹

¹ Koopman, H. L. The open-shelf library. In Bishop, W. W., and Keogh Andrew, eds. Essays offered to Herbert Putnam, p. 257. Yale Univ. press. 1929.

Partly because of the difficulty inherent in any combination of service to research workers and undergraduate students, departmental libraries, especially in scientific fields, have been organized generally by the larger universities. These departmental libraries, although undoubtedly an aid to research, have not been entirely satisfactory even to investigators, and have not relieved the general library from the perplexities arising from the attempt to serve two classes of readers whose needs conflict. Since scientific fields are overlapping, a specialist often is obliged to consult many departmental libraries. In the humanities especially investigators need access to general collections; a large proportion of their needs cannot be supplied by specialized libraries. Departmental libraries, at least as commonly administered, neither entirely satisfy the research worker nor enable the general library to concentrate its attention on the undergraduate student.

The problem of a library service which will satisfy the needs of both graduate and undergraduate students has not yet been solved. Johns Hopkins University, it is true, gives to research workers excellent library facilities by means of seminar rooms, grouped around the stacks. But Johns Hopkins does not have to deal with a large body of undergraduate students. Dr. W. W. Bishop has mentioned the possibility of an undergraduate library, distinct from the university library. Indeed, Clark University did at one time organize two quite distinct libraries: the undergraduate library and the university library. Any such arrangement in a large university would be expensive, as it would involve not only additional rooms or buildings, but also additional assistants and probably duplication of a portion of the card catalog.

Nevertheless, the steadily increasing emphasis upon student use of the library may make necessary the formation of undergraduate libraries in the larger universities. Regardless of the formation of departmental or group libraries, the university library will continue to consist of a large collection of books, most of which will be of little interest to the undergraduate student. It may be simpler to organize a small undergraduate library of fifty thousand volumes rather than to attempt to make a large university library serve the needs of undergraduate students. Pembroke College of Brown University is now organizing a small undergraduate library. The experiment should be watched with interest.

In the few institutions which are primarily graduate schools the reference librarian is given supervision over many of the activities

assigned in this publication to the loan department. In such institutions a large proportion of the library clientele comes to the library for purposes of research; the use of periodicals is chiefly for research. The emphasis given to research will affect the assignment of specific duties to the reference and loan departments.

(b) *Number of Students*

The size of the student body affects the organization of the loan department. The same methods cannot be used in an institution with 10,000 undergraduates as are used for a college body of 500 students. Not only is a larger loan department needed in the university, but a different kind of department. The small college admits students to the stacks; the larger university cannot offer this privilege. The loan librarian in a small college may take a student who desires books directly to the stacks; the loan attendant in the large university customarily refers him to the card catalog. The finding of entries in the catalog is much more difficult in a library of 500,000 volumes than in a small college library of 20,000 volumes. More instruction in the use of the library is necessary in the larger university—and more difficult to give.

(c) *Qualifications of Loan and Reference Librarians*

The qualifications of members of the staffs of the loan and reference departments will determine the distribution of much of the work. Instruction to freshmen in the use of the library should be assigned to the best teacher—and the art of teaching seems to be a natural gift. The reference librarian may possess to an exceptional degree the ability to serve as an intermediary between the library and instructors. He may be the person best qualified to make “contacts” with faculty members, especially in institutions where there is much interest in research.

(d) *Interests of the Librarian*

The special interests of the librarian will influence to a marked degree the assignment of duties to the loan department. In many college libraries the librarian is actively engaged in the ordering of books. Quite generally the librarian supervises more closely the work of the acquisition and catalog departments than that of the service departments. In a few libraries the librarian is interested in publicity, book displays and students’ reading, and will prefer to give his major attention to these subjects rather than to assign them to the loan department.

(e) Arrangement of Library Building

The arrangement of the library building will also affect the assignment of duties. There may be no assigned reading room; the reserved books may be placed in the reference room where supervision can be exercised most easily by the reference librarian; or for lack of space in the library, the books may be shelved in different buildings on the campus, thus requiring a separate department of the library for their administration. It may be necessary to shelve current periodicals in the reference room, under the supervision of the reference librarian. The plan of the library building, however, is not the most important factor in determining the organization of the loan department. If desirable, the interior arrangement of rooms can sometimes be changed.

No organization of the loan department can be outlined, therefore, which will serve all institutions. The form of organization will vary widely in different institutions, depending upon the type and size of the college, the qualifications and interests of the librarian and heads of the service departments, and to a limited extent upon the arrangement of the building. The distribution of duties must be made with special reference to the conditions existing in the individual library.

Especially can no general differentiation be made between the work of the reference and loan departments. The duties of the two departments are closely interwoven. For this reason, some large libraries have organized a readers' department under the direction of a superintendent.

Organization in Small Colleges

Obviously, in the small library many of the duties assigned in this chapter to the loan department will be performed by the librarian; or, if the budget is inadequate, will be left undone. In the small college library the librarian acts to a certain extent as loan librarian. He may serve at the same time as reference librarian and as general adviser to students on the use of the library. If it is possible to employ one trained member of the staff in addition to the librarian this assistant is usually, and in most cases wisely, assigned to the duties of cataloging, thus enabling the librarian to give more attention to the loan and reference work.

Even in the smallest colleges it is doubtful whether the library can function properly if the loan department is in charge of a clerical assistant or if contact with patrons is left chiefly to student attend-

ants. The employment of at least two trained assistants, one for cataloging and one for service to readers, is recommended.² Unfortunately, the budgets of many small college libraries do not make this arrangement possible. In such institutions it will be necessary to appoint untrained assistants and student attendants with the utmost care.

Organization in Large Colleges or Universities

In large libraries the loan department may consist of 20 or 30 people. From 5 to 10 assistants may be required at the loan desk during certain periods. The organization in university libraries is complex, on account of the greater number of students, the size of the book collections, and the necessity for meeting the demands of patrons engaged in research. Questions such as the division of the work among the assistants of the loan department, the duties and qualifications of assistants, and the relation of the loan department to other departments of the library, concern especially the large library, although many of these questions are of interest to the college libraries which have been able to develop a considerable use of books.

Division of Duties

In the larger university libraries the nature of the work is such that the routine duties can be easily apportioned so that the time of the more experienced members of the loan department may be saved for the more important work. An unclassified staff is almost as unsatisfactory as unclassified books. There is necessity for a clear and sharp understanding of the responsibilities and duties of each assistant. In some cases trained assistants have been found engaged filing cards and supplying books from the stacks while student attendants were answering inquiries from patrons.

Contacts with patrons require much experience and a high degree of education as well as tact. The contact members of the loan department will usually be the loan librarian himself and his first and second assistants. Their duties in this capacity can, except in the largest universities, be combined with the work of supervision.

The staff of the loan department will of necessity operate in two shifts, inasmuch as college libraries are usually open from eight o'clock in the morning until ten o'clock at night, and also on Satur-

² This suggestion agrees with the recommendations of the A. L. A. Committee on classification of library personnel, for libraries of class four.

days and Sundays. Each shift will be in charge of the loan librarian or his first or second assistant.

Classification and Assignment of Duties

Discussions in previous chapters have indicated some features desirable in the organization of the loan department in larger universities. The staff may consist of

(a) The loan librarian and first assistant, whose duties are to supervise the work at the desk and to act as "contact" assistants. In larger libraries a second assistant will be needed to relieve the loan librarian of the work of supervision in order that he may devote more of his time to administration. In a few libraries the chief of the readers' department acts as loan librarian.

(b) Several accurate assistants for the routine work of filing cards, charging and discharging books. (Clerical or sub-professional assistants)

(c) Student attendants to obtain books from the stacks and to perform the routine duties, such as the sending of overdue notices, messenger service over the campus, and shelving of books. The more accurate student attendants may be able to assist in charging and discharging books.

(d) An assistant who possesses the ability to teach, to take charge of the instruction in the use of the library. This duty may be assigned to a member of another department or to the librarian.

(e) Assistants to serve as information assistants, or readers' advisers, at the information desk.

(f) Two assistants with executive ability to take charge of the two shifts in the assigned reading room.

(g) Student attendants and clerical workers in the assigned reading room.

This organization does not provide within the loan department for positions in the periodical room and departmental libraries, since the assistants in these rooms are partly engaged in duties under other departments of the library. In many libraries, however, the chief of the readers' department or the loan librarian has supervision of that portion of their activities which concerns loan work. Such libraries do not attempt to handle in the periodical room inquiries involving any considerable reference work.

The staff of the loan department in most libraries will consist of professional assistants, clerical assistants and student attendants. Some libraries have an additional group, classified as sub-profes-

sional assistants. Many libraries are now making a clear distinction between professional and clerical assistants. Such a distinction cannot be too strongly recommended. Obviously, many positions in the library involve only clerical duties. Unless a clear distinction is made, there is danger that all library assistants will be classified as clerks by administrative authorities, and indeed, in some universities they are now so classified, with the exception of the librarian.

In the smaller libraries many of the positions mentioned above will be combined, with a consequent merging of duties.

Qualifications of Assistants

The qualifications required of members of the loan department depend upon the special duties assigned to them. The loan librarian and the assistants in charge of the two shifts should be good administrators; they should possess the gift of obtaining the best from their assistants, and the ability to train them. The most needed qualification, however, is that which possibly can be called "approachableness." Assistants in charge should be persons of whom students find it easy to make inquiries. They should be able to ascertain quickly the needs of a patron, without encouraging irrelevant conversations. They must be fond of books and fond of people; they must have the ability to "follow up" inquiries which could not be answered immediately, and to make sure that a patron receives the information he requests if it is in any way possible to supply it. Too often reports are received that a reader is treated with perfect courtesy at the loan desk, but utterly fails to obtain the material he wants. A casual study in one library disclosed the fact that many students who come to the loan desk do not obtain the material they need, although it may be available. Occasionally when a book is "out," another book will serve the purpose exactly as well if the substitution is suggested. In other cases reluctance to come to the loan desk arises from difficulties in finding call numbers. Repeated instructions to "look up the call number" to a patron who has not the least idea of how to go about it are futile. Many similar cases can be cited. Possibly a study of almost any library will show difficulty of patrons at the loan desk which could be remedied.

In the case of clerical assistants accuracy is essential. Cards misfiled mean books lost. Misspelling of patrons' names on overdue notices causes irritation and lowers respect for the library. Speed is a desirable quality, but should not be emphasized at the expense of accuracy.

W. W. Charters has made a valuable contribution to a study of the desirable traits of loan librarians in public libraries.³ His ratings apply, with some modifications, to loan librarians and "contact" assistants in college libraries. Dr. Charters lists a total of 23 traits. The 7 considered most important by patrons of public libraries were ranked in the following order:

1. Courtesy
2. Accuracy
3. Professional knowledge
4. Intelligence
5. Tact
6. Patience
7. Interest in people

Librarians rated "professional knowledge" 16th instead of 3rd, and "intelligence" 5th instead of 4th. Most college librarians will probably agree with the higher ranking of "intelligence" if the rating is to be applied to college libraries. In many university libraries general knowledge and a specialized knowledge of subject matter in various fields of learning would be considered essential. Health is listed 7th by librarians and 16th by patrons. Some university librarians would consider for appointment only those candidates who possess at least average health and no physical deficiencies. If some means of objective measurement of these traits could be devised, we should be able to select assistants better suited to loan work by this method than by the haphazard methods now in use.

The qualifications of student attendants, assistants in the assigned reading and periodical rooms, and assistants in charge of instruction and the information desk are discussed later under appropriate headings.

Selection and Appointment of Assistants

At the present time most assistants seem to be appointed as a result of personal interviews and general recommendations. The personal interview is indeed desirable, and no loan librarian or assistant should be appointed without one. Travel expenses are justified if by personal interviews applicants unfitted for loan duties can be eliminated without the later embarrassment of dismissal. In one unfortunate case a highly recommended applicant submitted an excellent application blank and seemed to qualify in every respect for

³ Charters, W. W. The personality of the circulation librarian. In Flexner, J. M. Circulation work in public libraries. p. 274-93. A. L. A. 1927.

work at the loan desk, but neither her recommendations nor her application stated that she was so deaf that it would be impossible for her to assist readers.

The personal interview will be more successful if a careful attempt is made to ascertain the special traits of the candidate as outlined by Dr. Charters—his weak points as well as his strong points—and to compare his characteristics with those needed for the position under consideration. The strong and the weak traits should be weighed against each other, with a special view to the needs of the position under consideration. One loan librarian may be very considerate of the faculty and irritable with students. Another may be valuable as an administrator, but lack thoroughness in details. In interviews it is desirable to have clearly in mind the questions on which information is wanted and to make written notes immediately after the interview is completed. The questions should be specific. A statement of the number of days lost by illness during each of the last three years is more informative than a note "Health very good." If the librarian knows exactly the qualifications, in order of importance, which are desired of the applicant, he can use an approximate rating scale which will sum up the results of the interview.

Recommendations should be discounted. It is far better to write to persons known to the librarian rather than to the names submitted by the applicant. In the appointment of a loan librarian it is desirable to obtain some opinion not only from those under whom he has previously worked, but also from students and faculty who in their use of the library have been in contact with him. Sometimes the point of view of a library patron is decidedly different from that of the librarian. The opinions of both should be considered, if possible.

It is unwise to appoint friends or members of the library staff or of members of the faculty unless a careful investigation discloses that the candidates recommended are outstanding. It is better to write to directors of library schools and to chief librarians of other institutions. It is always preferable to consider a number of candidates for a position rather than to take the first one who applies or the first one recommended. A better result will be obtained if seven or eight candidates are considered and their abilities compared than if attention is centered solely on one candidate.

Many colleges now have adopted the rule that no two members of the same family can be appointed to any positions in the institu-

tion. This rule has proved a blessing to many librarians. If no such rule is in force the librarian should resist to the utmost any tendency toward nepotism.

It is customary in many colleges to make the first appointment for the college year only. If desirable, the appointment can be renewed. If for any reason the assistant does not prove satisfactory her term of service will lapse without the painful necessity of dismissal.

It should be unnecessary to state that transfer of instructors from various college departments to the library is rarely satisfactory. If librarians can emphasize the need for professional training and experience in certain positions it may be possible to discourage most proposals to make the library a "dumping ground." If the library also adopts a policy—and the policy is approved by the college authorities as it should be—that clerical assistants will not be appointed unless they are under 30 or 35 years of age, transfers to the library of undesirables from other college departments will be eliminated.

The librarian should have full power to appoint the loan librarian, with the approval of the president and the board of regents. The loan librarian should be practically free to select his own assistants—of course, after consultation with the librarian.

The procedure for selecting a loan librarian may be summarized as follows:

(a) Write to library schools and librarians for suggestions. Obtain names of at least four or five possible candidates.

(b) Arrange for interviews. Note in advance the information wanted. Study especially candidates' weakest points. If distance makes personal interviews impracticable, arrange for an interview by some librarian in whom you have confidence.

(c) Consult if possible faculty members of the institution where the candidate has been employed. The librarian may have personal acquaintances at the institution or can obtain letters of introduction.

(d) Obtain records of grades in library school and college. Note major subjects of candidates, and, especially for research libraries, their knowledge of French and German.

(e) Make no promises at time of interview. Compare subsequently the traits of all candidates.

(f) Do not approve transfers from other departments of the college and do not permit them without protest.

(g) Do not appoint personal friends or as a rule acquaintances of other members of your staff.

(h) Make no appointment for longer than the college year.

Appointment of Clerical Assistants

The qualifications desired of clerical assistants agree to a large extent with the qualifications for student attendants described in a later section. Many of the suggestions for appointment of student attendants apply also to the appointment of clerical assistants and are not repeated here. It will be necessary to note a few additions. In most positions in the loan department it is not desirable to appoint clerical assistants over 30 years of age who have not had previous library experience. The higher clerical positions can usually be filled by promotion from the lower grades. At the present time applicants for clerical positions are willing to accept appointment for a probationary period of three months. In no case should a clerical assistant be appointed to a position for longer than the college year. It is useless, however, to require any probational period unless the library utilizes the opportunity to weed out ruthlessly those whose services have not been satisfactory.

Business experience is a factor to be considered in the appointment of clerical assistants—especially if the work previously performed resembles duties in the library. Filing, keeping of records, typing, are similar to many of the routine duties in the library.

Titles of Positions

Titles used for the various positions in the loan department depend upon the titles used generally in the library. Hence, the determination of the titles is a question for all departments of the library and not solely for the loan department.

The following titles for the head of the loan department are used:

Loan librarian

Librarian in charge of circulation

Superintendent of circulation

Superintendent of the readers' department

Chief, or head, of the readers' department

The first has the virtue of brevity but does not indicate the administrative nature of the position.

For other full-time positions in the loan department there is also little uniformity in terminology. The following titles have been found in use: Assistant loan librarian, Senior or Junior assistant; Loan desk assistant; Assistant in charge of reserve room.

The student assistants are quite commonly so named. Some librarians call them attendants and some, pages or stack boys. Most students do not like the term "page" or "stack boy."

Sick Leaves, Vacations, and Pensions

The various surveys have adequately described the vacations, sick leaves and pensions allowed. University libraries tend to distinguish clearly between the vacation allowance for the professional staff and that for the untrained staff. Many colleges allow one month's vacation to the professional staff and two weeks to the clerical. Pensions and sick leaves depend almost entirely on conditions peculiar to the individual university or college. In general, assistants in college libraries are unfortunately not eligible for pensions. In many institutions no pension system is available for any member of the faculty.

Administrative Control of the Loan Department

The loan librarian is in most libraries directly responsible to the chief librarian. In some libraries there exists a readers' department with a superintendent at the head, who supervises both the loan and the reference work. However, he is usually actively engaged in the administration of the loan department and serves as the loan librarian.

The effectiveness of the work of the loan department is to a considerable degree contingent upon factors not directly under the control of the loan librarian and possibly not even under the control of the librarian. The extent to which the supply of books to students is satisfactory depends in part upon promptness in selection and ordering, adequate and prompt cataloging, and speed in binding—factors possibly under the supervision of the librarian, but not under the supervision of the loan librarian.

The questions of library administration which affect the services of the loan department can be classified under two headings: the administration exercised (a) by the college and (b) by the librarian.

(a) *Supervision by the College.* Limitation in the authority given to the librarian by the college may greatly restrict his activities and render impossible the appointment of qualified assistants, the prompt selection and purchase of books, and even the enforcement of necessary rules. Satisfactory answers to the following questions may be regarded as essential to good library service.⁴

(1) Is the librarian responsible directly to the administrative officer of the college—the President or the Chancellor—or must his

⁴ Some of these questions are discussed at length in Works, G. A. College and university library problems. p. 77-98. A. L. A. 1927. Also in U. S. Office of education. Survey of land-grant colleges and universities. Bulletin 1930, no. 9; v. 1:671-714. 1930.

recommendations be made through the Library committee? Is the Library committee in charge of the administration of the library, or is it purely advisory? Does the librarian have general administrative power over the library? Does the Library committee use its opportunities to present library needs to the faculty and to keep the library closely in touch with instructional and research needs?

(2) What is the position of the librarian on the faculty? What is his relation to heads of instructing departments? Is he a member of the administrative board? His relationships will increase the ability of the library to contribute to good instruction.

(3) Is the financial support of the library adequate?

(4) What is the system of control of departmental libraries? Is the administrative authority, not only nominally, but actually, vested in the librarian, with close coordination of service, or are departmental libraries administered independently?

(5) Is the librarian free to purchase such books as he may regard desirable, or do his recommendations require approval of an administrative officer or a committee? Is the librarian responsible for the development of the book collections (of course with the aid and advice of the faculty) or is his attitude described accurately by Mr. Randall? "Here is a collection of books. With its content I have little or nothing to do."⁵

(6) Does the librarian initiate without restraint the appointment and removal of assistants?

(7) Do the administrative officers of the college support the library in the enforcement of its rules by disciplinary action when necessary?

(b) *Supervision by the Librarian.* There has been little discussion of the supervision which the librarian should exercise over the loan department. Some librarians believe that the best results can be obtained by appointing a capable loan librarian and allowing him complete independence in initiating and developing plans for improvement of the service. If this complete independence replaces a deep and active interest of the librarian in the work of the loan department, much of the advantage of cooperation will be lost. An immense amount of routine work and close supervision falls upon the head of a busy loan department. It is difficult at times for anyone confined to a desk to observe how the service is functioning. The loan librarian, however capable he may be, can profit by suggestions for improvement of service from one who is not so immersed in de-

⁵ Randall, W. M. *The college library.* p. 54. A. L. A. and Univ. of Chic. 1932.

tails. Furthermore, the librarian, by his frequent contacts with faculty and students, may hear criticisms and learn of changing conditions of instruction which will be of great advantage to the loan librarian.

It is desirable that the librarian come into direct personal contact, at least to a limited extent, with those who use the library. By these contacts he can familiarize himself with their difficulties. If the librarian would schedule himself for a few hours a week at the loan or information desk, he could ascertain at first hand the inadequacies of the service.

The relation of the loan department to other departments of the library depends largely upon the librarian's understanding of the needs of readers and upon the support he gives the loan department. Are there undue delays in cataloging, ordering and binding? Are cards for "lost" books removed promptly (at least within a year) from the card catalog or does the catalog contain records of books once in the library but no longer available? Are books in process of cataloging made available in one or two days when requested by readers?

A few cases of a lack of coordination can be cited. In two libraries, cards for books lost during the last ten years had not been removed from the card catalog. Readers were continually calling for these books only to meet with the response, "The books are no longer in the library." The catalogs in these cases were to some extent dead tools. In another library, the reply was made to a reader who needed a book immediately for an experiment that the book was in the cataloging department and would not be available for a week or two. His urgent appeals were powerless to obtain the book in time for his work. In one large university library, current periodicals received from abroad were left unopened on a shelf in the serials department for several weeks, although readers were calling for them daily at the periodical desk. The excuse made was that there was not time to check them in. In another case where similar conditions prevailed, the excuse was made that the assistant who checked in serials in foreign languages was away on her vacation. These examples are not altogether isolated cases. They probably arise from the survival of the old theory that books are primarily for preservation and not for use, and that the cataloging processes are more important than the use of books by readers. These examples emphasize the necessity both for vigorous protests by the loan librarian and for adequate supervision by the librarian.

Some libraries have attempted to promote a better understanding between departments by an interchange of assistants, dividing the time of some members of the staff between two different departments. This plan has never been widely adopted by the larger libraries. In some institutions it has been tried and abandoned. The objections seem to be due chiefly to the specialized nature of much of the work, which requires both experience and personal aptitude for the positions involved. An expert cataloger may not prove satisfactory in dealing with readers. An excellent loan desk assistant may be a poor cataloger. Mutual understanding of the work of the service and preparations departments can be obtained preferably by staff meetings of heads of departments at which problems are openly discussed and criticisms made in the presence of those interested.

The librarian, in his control of the loan department, should

- (1) have a general knowledge of the principles of loan work;
- (2) give to the loan librarian sympathetic support and suggestions for improvement of the service;
- (3) ensure that other departments of the library understand how their activities can aid or hinder the use of books.

Staff Meetings and Reading of Professional Assistants

Staff meetings of all members of the loan department, including student attendants, are very desirable but are difficult to arrange because some of the loan department staff must always be on duty all times during the hours the library is open. Discussions, even with some members absent, on methods of improving service, on rearrangement of the work, on new devices, have proved valuable. Even student attendants are often able to offer helpful suggestions, since they are in closer touch with the student body than the professional assistants. The programs should be prepared well in advance. Some subjects could be referred to committees and later reported for discussion. Typical programs include such subjects as: What complaints do students make of the library service? What are the difficulties of faculty members in using the stacks? How can the proportion of books reported not available be reduced? What are the best books to send to the men's dormitories? How can the bulletin boards be used to better advantage? What answer should be made to a professor who asks why the library wastes so much money by purchasing Walpole's novels?

Some libraries have successfully arranged staff meetings for social purposes in an attempt to arouse an *esprit de corps*. In the

larger universities, with many demands on the time of both librarian and students, it is difficult to arrange social gatherings. Undoubtedly in the smaller colleges they have proved valuable. It is possible in the larger universities to arrange a few staff meetings during the year to discuss methods. These meetings should be considered a part of the scheduled hours of service.

Personal and professional reading by members of the loan department is certainly necessary. The more librarians know about books, the better they can advise students. Staff meetings of members of the loan department offer excellent opportunities for book discussions.

Librarians more than members of any other profession should realize the need of continuing their education, not only through general reading, but also through professional study and, if possible, research. A librarian or library assistant who does not continue his studies after graduation from library school has failed to realize that, to be of genuine value, both professional and general education must be continuous. It is a matter of regret that more professional librarians cannot continue their studies at graduate schools.

Study of Organization and Methods of other Libraries

Many loan librarians have profited by a careful study of the practices which other libraries have found effective in facilitating the use of books. As sources of information, questionnaires and printed material are not nearly so satisfactory as visits to other institutions.⁶ Methods which when first reported seem of doubtful value may be found in practice to be working admirably. Questionnaires, on account of the number received almost daily by larger libraries, are answered hastily, if at all, and do not give sufficient information to justify reliable conclusions. If loan librarians were more familiar with the practices in other universities there probably would not be the wide variation which exists at present.

One librarian spent six weeks in a visit to about 15 university libraries. Upon his return he revised practically all the loan methods which had formerly been used in his library, and installed an entirely new system of records. The changes brought about a decided improvement of the service. Forms and methods cannot, how-

⁶ The writers have modified many of the methods used in their respective libraries as a result of visits to other institutions to obtain information for this publication. It would be unfortunate, however, if every librarian had to write a book to convince himself that all the methods used in his library are not ideal.

ever, be slavishly followed; they must be adapted to the needs of the individual institution.

Student Attendants

One question which concerns all college libraries—large or small—is the employment of part-time student attendants. There is general agreement that a limited amount of student help is valuable; but there are many opinions as to the duties assigned, the substitution of student attendants for full-time workers, methods of selection and appointment, hours of service and wages paid. The employment of students for work in the catalog, order and serials departments is not included in this discussion.

(a) *Duties.* Student attendants are employed in various libraries to serve as acting librarians, reference librarians, loan librarians, shelvers, messengers, and attendants in the assigned reading room; to take charge of seminar rooms, to answer inquiries at the loan desk, and especially to obtain books from the stacks. There is no duty connected with loan work which in some library is not performed by student attendants.

It is very questionable if students can render the service which should be expected of reference or loan librarians, even in the small library. If funds are insufficient, the assignment of student attendants to take charge of the loan and reference desks may be the only course open to the harassed librarian; but such assignments should be recognized as a necessary and, it is to be hoped, temporary expedient. One librarian disagrees: "We always use seniors at our reference desk. Reference librarians might be surprised at the percentage of problems these students are able to handle without assistance. Our reference desk is near the door into the librarian's office, and when a student assistant has a problem he cannot handle, he comes in and asks help." If a library is open evenings, as it should be, does the librarian work 14 hours a day in order that he may be present to answer reference inquiries referred to him? Also, the problem of training new students for reference work every few years is more than most librarians would want to undertake.

Louis Shores defends the employment of students, but adds, "Of course, the trained worker is desirable."⁷ Many, possibly most librarians, especially in the larger libraries, will agree with the recommendation of Laura R. Gibbs of Brown University Library: "Personally I feel very strongly that it is best not to put them at the

⁷ Shores, Louis. Staff spirit among student assistants. *Libraries* 34:346-48. 1929.

desk, even in slack hours, as the desk gives the tone of the library to the public, and should stand for dignity and efficient service. The public—even a college public—seldom discriminates between desk attendant and reference librarian, and it expects to find trained assistance at the first point to which it applies.”⁸ The preferred practice seems to be to restrict the work of students to duties that will not bring them into direct contact with the public, except in the assigned reading room and possibly the seminar rooms. Certain positions in the loan department require the services of trained librarians, if the library is to function as it should. These positions include those which require direct contact with the public at the loan and information desks. The employment of student attendants in such positions is not recommended.

Students may wisely be employed in the smaller libraries for shelving, writing overdues and waiting list notices, possibly filing cards and performing other clerical duties, reading shelves, and working at the assigned reading desk if it is separate from the loan desk. The larger libraries will also employ students to a large extent for delivery of books from the stacks and for messenger service.

The following statement by Ermine Stone emphasizes the problems mentioned in the foregoing discussion:

“Student assistants have a proper place in the junior college library, but they should not be responsible for discipline. They should be scheduled at the loan desk as little as possible, since it is here that the library makes its closest contact with the public. In most junior college libraries, there is no separate reference department, and the loan desk is especially important because the attendant here must also act as reference librarian. Yet it is precisely because of inadequate service here that the library suffers most frequent criticism. Various charges are made. ‘Too much student help. Too much cheap help. Service grudgingly rendered. Students making special concessions to friends. Everything always reported out, without looking. Too many books reported in use, etc.’ These complaints seem to indicate that well trained reference assistants who could give expert advice in the selection of reading material are few . . .

“Student assistants can more suitably be used to advantage for other tasks, especially in the mechanical preparation of books, pasting date slips and pockets, checking periodicals, lettering on the backs of books, accessioning, shelving books, tying up packages of books, etc., and in clerical work, such as typing orders and book cards. The issuing of reserved books is essentially a clerical task, and can well be handled by students.”⁹ However, a small library will combine its reserved book

⁸ Gibbs, L. R. Student assistants in college libraries. *A. L. A. Bulletin* 4:772. 1910.

⁹ We would add “under supervision,” in an application to university libraries.

service with the circulation work, so that students should be employed only when it is absolutely necessary to cover schedules."¹⁰

The complaints which Miss Stone makes of student attendants apply entirely to those who are in direct contact with readers. Such complaints as "students making special concessions to friends," "everything always reported out, without looking," "too many books reported in use," etc., could not be made in libraries where students are given their proper type of work.

(b) *Can Students Replace Full-time Clerical Assistants?* The argument for substituting student attendants for all untrained workers seems to be based upon the need for economy and the desirability of training students to enter the library profession. Mr. Shores states, "There is no task in the library for which a student cannot be fitted as well as the full-time untrained worker. . . . Where the college budget is limited, money can be made to go further by investing in student help of the right kind rather than in untrained, clerical full-time help."¹¹

This statement is open to question. Student attendants must be trained. At the most they do not work for a longer period than four years, during which time their major attention is rightly given to their studies. The time expended on the almost continual training of new student attendants is one factor which should be considered. Another more important consideration is the inability of students to work a sufficient length of time to gain the experience necessary for many library duties which can be performed by clerical assistants of several years' experience. An untrained clerical assistant, working full time over a period of years, may gain enough knowledge from experience to qualify as a professional assistant. The student attendant cannot so qualify, simply because his part-time work for three or four years does not give him the necessary experience. The difficulties of schedules also enter into the problem. Full-time clerical assistants can be employed for those hours during the day best adapted to the needs of the work. The schedules of student attendants are not so flexible; they must be arranged to conform to the students' class-hours.

The duties previously mentioned which students can best perform, are those which do not require considerable training or experience. For other positions most libraries prefer professional or full-time clerical assistants, varying with the nature of the work. Generally

¹⁰ Stone, Ermine. The junior college library. p. 38-39. A. L. A. 1932.

¹¹ Op. cit. p. 347-48.

all three classes of assistants are employed by the larger universities with a clear distinction in the assignment of duties.

This practice is in agreement with the conditions for the employment of student attendants, proposed by Dr. W. M. Randall. "Student assistance should not be expected to fill the need for additional full-time staff members. . . The student assistant cannot be expected to fill the place of a full-time worker, whose interest and energy are wholly devoted to the library and its problems."¹²

(c) *Traits*. Student attendants should possess qualities of orderliness, accuracy, promptness and speed. They must have good health and they must be intelligent. The loan librarian cannot afford the time to repeat instructions two or three times and even then have them misunderstood. One librarian arranged a fairly satisfactory test of the ability to understand directions quickly.

(d) *Selection*. Although college libraries are departments of institutions which teach scientific methods, many library practices are far from scientific. The selection of student attendants to work in the library is not based on scientific principles; it is commonly made either in a haphazard manner or for reasons which are not of primary importance.

The general method of selecting students to work in the library seems to be based chiefly on the personal interview—the impression made by the student on the librarian or loan librarian. Many libraries appoint student attendants because of the financial needs of the students. The order of application is often considered; those who first apply receive the earliest appointment. Recommendations are considered of value by some colleges and almost worthless by others. Even the trial and error method is not always in force. An unsatisfactory attendant is frequently retained because he "needs the money." Few libraries use scholastic grades and the freshman intelligence test scores now available at most colleges.

There is one principle which does not seem to be generally recognized in the appointment of student attendants. The all-important function of a college library is to serve its clientele. Students should be selected to work in the library solely because of their ability to do the work better than other candidates. Considerations such as aid to needy students and the value of preparing students to enter the library profession, are entirely subordinate. The employment of students with these objects in view may result in deterioration of service to many for the benefit of a few. Libraries, it is true, have

¹² Randall, W. M. The college library. p. 65. A. L. A. and Univ. of Chic. 1932.

rendered valuable assistance in enabling needy students to complete their college courses; they have directed many able men and women into the library profession. Yet these results, desirable as they are, are only by-products and do not furnish satisfactory reasons for the selection or employment of student attendants.

The final selection should be made in most cases by the individual under whom the student is to work. Only those familiar with conditions existing in many small college libraries will realize the significance of Dr. Randall's recommendation. "The librarian should have the power of selecting student assistants. In too many of the colleges visited, the positions for students in the library appear to be considered as a kind of scholarship to be awarded to needy persons. This award is often made by the registrar or the dean, without consultation with the librarian."¹³ Good business practice requires that the person under whom a student works should have the power of appointment and dismissal.

One of the most elaborate systems for the selection of student attendants is that which has been inaugurated by the library of the University of North Carolina.¹⁴ In this library students are never hired "sight unseen." Statements on application blanks, grades and amount of voluntary reading are used as a basis for the selection of students to take written examinations. The examination is in five parts and is based on knowledge of both library methods and books. Students who seem to be the best qualified are then given two tests—the filing of cards and the arrangement of books on the shelves. If students survive these ordeals—and apparently some do—their names are placed on a waiting list, but only after scholastic grades, intelligence ratings and any other information available at the office of the dean of students have been obtained.

The system described above is more elaborate than many librarians would think justified. Nevertheless if greater care can be given to the appointment of student attendants less time will be wasted in training students who later may be found to be not at all adapted to the work.

Recommendations, even from faculty members, must be largely discounted. Instances have been found where students have been highly recommended without mention of obvious deficiencies. Neither applications nor recommendations, in certain instances, disclosed

¹³ Randall, W. M. *The college library*. p. 64. A. L. A. and Univ. of Chic. 1932.

¹⁴ McHale, C. J. *An experiment in hiring student part-time assistants*. *Libraries* 36:379-82. 1931.

that one applicant was entirely deaf; that another, on account of infantile paralysis, could not walk upstairs. The popular conception that "anyone can do library work" must be taken into account when enthusiastic recommendations are received.

The following suggestions were compiled after an examination of the practices of many libraries:

(1) Students should be selected as attendants solely because of their ability to perform the duties to be assigned.

(2) The time or order of application should be ignored.

(3) No promise of an appointment should be made in advance or before a student enters college.

(4) Recommendations should be ignored or largely discounted.

(5) Intelligence and scholarship ratings should be considered. No student should be allowed to continue his library work if he is failing in any subject or just managing to "get by." If a library course is given, the grade of a student in the course will be a guide.

(6) Appointments should be made only on a temporary basis during a period of probation. There should be no hesitancy in discontinuing the services of any attendant whose work does not measure up to a high standard.

(7) Preference in appointment should be given to qualified freshmen or sophomores who may continue in the employ of the library for three or four years. Students with experience are generally more valuable.

(8) Tests, such as those employed at the University of North Carolina, should be used to weed out the less desirable applicants. The tests may be followed by a short but intensive instructional period.

(e) *Hours of Service.* In order to give employment to as many students as possible some libraries employ a large number of students for a few hours per week. Better results will be obtained if no student is employed for less than 15 hours per week. Students working a few hours do not become sufficiently familiar with their duties to enable them to render the most satisfactory service. On the other hand, no student should be permitted to work so many hours that his health or scholastic standing is endangered. One library requires any upper-classman who works over 18 hours per week to reduce correspondingly his class schedule. The limitation is greater for freshmen.

For the best results students should work at least two consecutive hours. So much time is lost in going to and from classes and in

starting work at the library that it seems unwise to schedule any student for a shorter period. Periods of three or four consecutive hours are preferable.

Schedules must be adjusted to suit the needs of the library. Adjustment is easier in large universities with classes in many sections than in small colleges. It may be necessary to inform all qualified assistants that they cannot be given employment unless they can arrange their courses to satisfy the requirements of the library. Student attendants should not be allowed to exchange hours with each other except on rare occasions and then with special permission. Extra-curricular activities should not be allowed to interfere with a strict adherence to library schedules.

(f) *Wages*. The wages of student attendants vary from 15 to 60 cents an hour, depending partly upon duties and partly upon the location of the college. Compensation is more likely to be at the higher rate in the East and far West and in large cities. Some librarians have advocated that a low wage be paid the first year of employment and the rate increased in subsequent years. This proposal does not appear to be sound. Most librarians are agreed that the rates should be fixed by the duties performed and the efficiency with which they are performed, not by length of service. Some libraries have a special rate varying with the duties, somewhat similar to the following schedule: for ordinary service at the loan desk and the assigned reading room, 25 cents an hour; for shelving, 35 cents an hour. The more able assistants who are capable of taking charge of the files at the loan desk or even of substituting in the seminar rooms may receive 40 to 60 cents an hour. In some cases students work without compensation during the training period. At Brown University, "we usually ask each applicant to give some twenty hours' apprenticeship."¹⁵

The practice of permitting students to substitute work in the library for payment of tuition bills does not appear to yield satisfactory results, as it tends to lessen the interest of students in their library activities. Direct payment for student work in the library is recommended. The report of Princeton University for 1913-14 stated that "gifts for student self-help were better than free scholarship grants." Such gifts should be under the control of the librarian, who would have the exclusive power of designating the students to be employed.

¹⁵ Gibbs, L. R. Student assistants in college libraries. A. L. A. Bulletin 4:771. 1910.

(g) *Training and Staff Meetings.* Many libraries have attempted to give a little formal training to student attendants. The University of California provides intensive training for two days at the beginning of the fall quarter. A few hours given to group instruction will decrease the need for extensive individual explanations. This program also furnishes an opportunity to explain to students the reasons for much of the routine and many of the requirements, such as promptness, accuracy and speed.

It is desirable to have condensed written instructions of the work connected with various positions in which students may be employed. These instructions will make it easier for new assistants to learn the routine and will give continuity to the methods used. Occasionally changes may become established without the knowledge of those in charge (unless there is a standard code). A set of instructions which may be fairly typical is given in Appendix II.

SUMMARY

1. The work of the loan department can be divided into (a) the work done behind desks, (b) the work done apart from desks.
2. The organization is determined by
 - (a) type of institution
 - (b) size of student body
 - (c) qualifications of loan and reference librarians
 - (d) special interests of librarian
 - (e) arrangement of library building
3. The various duties in the loan department should be clearly assigned to definite assistants. "Contact" assistants should be trained librarians and should be approachable. Clerical assistants should be accurate.
4. To fill adequately any vacancy in the loan department several candidates should be considered, their traits weighed, and the opinions of those who are acquainted with their work obtained.
5. The effectiveness of library service to students and faculty is dependent upon satisfactory administration of the library, including not only administration within the library by the librarian but also the control exercised over the library by faculty and administrative officers. Full authority should be vested in the librarian, who should understand the requirements of the loan department.
6. Student attendants should be appointed solely on the basis of their qualifications, and not because they need the work or because they "want to be librarians." They should be appointed for a probationary term after a careful study has been made of their comparative merits. Appointments and dismissals should be made by those who have supervision over their work. Freshmen and sophomores are preferred to seniors, when initial appointments are made.

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CHAPTER V

THE WORK AT THE LOAN¹ DESK²

ADEQUATE service in supplying books is the bedrock upon which the whole structure of the modern library rests. Without an adequate foundation the building of a sound superstructure is impossible. Aid in the use of the catalog, instruction and guidance in the use of books, encouragement to reading, are of no avail if patrons cannot obtain the books desired. Satisfactory performance of the work at the loan desk is, therefore, an important factor in making the work of the library effective.

In most college libraries students and faculty come into more frequent personal contact with the assistants behind the loan desk than with any other members of the library staff. The impression of the library which patrons receive, their willingness or reluctance to make inquiries, depend to a considerable extent upon the effectiveness of the work at the loan desk. C. J. McHale, formerly in charge of circulation, University of North Carolina Library, in the following statement of the responsibility of the loan department for the reputation of the library, is even more emphatic:

"Unfortunate as the fact may be, the estimation in which a university library is held by perhaps 95 per cent of its patrons depends, for better or for worse, on the service rendered at the delivery desks. A mere tithe of the university public knows the reference librarian; fewer still even realize the existence of the specially trained workers tucked away in other departments. The head librarian they know not. What a responsibility, then, rests upon the circulation department. . . ."²

This statement may seem an exaggeration to many librarians who have been inclined to consider ordering and cataloging as the most important work of the library. Nevertheless, the assistants in personal contact with the public have the direct responsibility of satisfying the needs of patrons. If they fail, the best possible system of cataloging and ordering will be of little avail. The attendants at the loan desk may be regarded as intermediaries between patrons and

¹ Principles only are considered in this chapter; discussion of routine will be found in Chapter X.

² McHale, C. J. An experiment in hiring student part-time assistants. *Libraries* 36:379-82. 1931.

the preparation departments. They are responsible not only for the delivery of books immediately available, but also for adequate explanation both to the patron and to the librarian when books requested cannot be immediately supplied. The success which they attain in these two directions will be a partial measure of both the effectiveness of the library service and the standing of the library in the community.

In small college libraries with open shelves, the delivery of books from the stacks is not included among the duties of the loan desk assistant, for most readers in such libraries go directly to the shelves. The loan desk assistant, however, should assist readers in finding books. It is also his duty to explain satisfactorily the reasons for failure to supply books and to recommend to the librarian remedial measures. Even in the smaller college libraries the duties of the loan desk attendants cannot be regarded as mechanical and unimportant.

Requirements for Adequate Loan Desk Service

A discussion of the requirements for adequate loan desk service includes the following subjects:

- (a) Records
- (b) Allocation of duties
- (c) Arrangement of the loan desk
- (d) Location of books in the stacks
- (e) Elimination of unnecessary use of card catalog, by means of
 - (1) Open shelf collections
 - (2) Printed and mimeographed lists
- (f) Determination of causes of failure to supply books
- (g) Necessary restrictions on the use of books
- (h) Relationship of loan desk assistants to other departments of the library

(a) *Records.* The basic reason for keeping loan records is to enable patrons to obtain books wanted. The immediate purpose may be somewhat different. "Date due" records are kept in order that books may be recalled when due. But the reason for recalling is not to have the books resting idly on the library shelves; it is rather to have them available for other readers when needed.

Demands at the loan desks of college libraries are such that in most cases only the specific books requested will serve the purpose of the reader. In a public library if a certain novel is not available some other novel may be substituted. But if a college student has a reference to certain pages in the *Wealth of nations* only that spe-

cific book will do. If the book is not on the shelves it is necessary to ascertain where it is and whether the borrower can release it for a few days to one who has an immediate need. Therefore, the most important record commonly kept at all college libraries is the "class file," arranged by call numbers, which shows where every book not in place on the shelves can be found. If a reader is simply told that a book is "not in," the record is not serving its primary purpose. In many libraries books charged out to the assigned reading room and books placed temporarily in seminar rooms are charged in this file at the loan desk. The readers who call for any such books are referred directly to the room where they may be obtained.

A second record kept in many college libraries corresponds to the "date due" record kept in public libraries—a record of books charged out, arranged by the dates when they should be returned to the library. This record is kept in order that one borrower may not retain for an unnecessary length of time books which may be needed by others.

The third record, kept in some but not all libraries, is a charge under the name of the borrower who has withdrawn a book. This record shows what books are charged to each borrower; it serves the same purpose as the readers' cards in a public library, although in most college libraries the record is kept at the loan desk and not on readers' cards. It should be noted that faculty and students in most colleges may withdraw for home use as many books as they desire. The clientele of a college library is continually changing. The clearance of library records by students before they leave college and the checking of books charged to faculty members who have resigned may prevent many losses.³

(b) *Allocation of duties.* The effective administration of the work behind the loan desk requires a classification and definite allocation of duties. Unless definite assignments are made, trained assistants may be engaged in work which could be done equally well at much less cost by student attendants, and untrained assistants will be attempting to perform duties beyond their abilities. The work may be classified as follows:

- (1) Contacts with patrons
- (2) Keeping of records
- (3) Delivery of books from the stacks
- (4) Shelving

³ Various forms for loan desk records, methods of filing and routine are discussed in Chapter X.

(1) *Contacts with patrons.* Of these four classes the personal contact with patrons is the most important. The qualifications of contact assistants at the loan desk have been discussed in the preceding chapter. The contact work of the loan desk is so important that it should be performed only by those who have had wide experience and training in library procedure—preferably with library school training or the equivalent—those who have sound common sense, those who normally like students, and in the larger research libraries those who have a knowledge, by title at least, of research material in French and German. The position of contact assistant at the loan desk requires broad education, experience in the use of books, judgment, and administrative ability.

The contact assistant should know what questions he should or should not attempt to answer, and to whom certain inquirers should be referred. He will inform an inquirer immediately that debate outlines are shelved behind the reference desk. He should be able to detect at a glance miscopied call numbers. It is his duty to see that every patron obtains the book he needs, if at all possible. Much, or most, of the criticism of our libraries is due to the fact that persons not well trained or not temperamentally fitted for their duties have been appointed to the position of contact assistant. Many large university libraries still assign student attendants to this work. It was the contact assistant to whom C. B. Joeckel referred when he wrote:

"Some of the most humiliating experiences I have ever had have been at times when some precise and efficient young woman has answered politely every question I had intelligence enough to ask and has still left me in complete ignorance of what I really wanted to know. Such individuals, whether they be loan assistants, or counter clerks for public utilities, or railroad information assistants, or what not, have not passed beyond the eye-for-an-eye or the tooth-for-a-tooth stage."⁴

(2) *Keeping of records.* The keeping of loan desk records requires accuracy but not necessarily library experience or training. The work can be done by capable clerical workers. They must possess the unusual gift of accuracy, for cards misfiled usually mean books not supplied. Ordinarily the keeping of records is used as "filling-in" work during slack periods. In some larger libraries much of the filing is done in an office or in the stacks away from the loan desk. This arrangement requires that, in addition to the contact assistant at the loan desk, a clerical assistant be available for certain hours

⁴ Library Journal 54:527-28. 1929.

to file book charges. The object is to avoid congestion behind the loan desk and interference with contacts between patrons and loan desk assistants. It is essential that assistants should not be so concerned with the keeping of records that any patron is kept waiting while call slips are being filed. Such work should be dropped instantly to serve a patron.

As the records are constantly consulted for the checking of incoming calls the filing should be done as promptly as possible and not allowed to accumulate for more than two or three hours.

(3) *Delivery of books from the stacks.* The delivery of books from the stacks is usually assigned to part-time student attendants, preferably men, as in a busy library the work is too fatiguing for most women. It requires accuracy in reading call numbers. In some cases careless stack attendants report books "not on the shelves" when the volumes are actually in their proper places. Delivery of books from the stacks may involve a search for books returned but not yet shelved. The report that a book cannot be located should never be made until all resources are exhausted.⁵ If necessary the patron should be asked to return later after an extended search has been made.

In the larger libraries automatic book carriers are commonly used in combination with pneumatic tubes, telautograph or telephone. In these libraries attendants are stationed on the various stack levels. In smaller libraries attendants are stationed only at the loan desk, where the call slips for books are given directly to them. If there are not over seven tiers of stacks, and if the loan desk is located on the same level as the fourth tier, it will probably be found more desirable to station the attendants at the loan desk.

In some libraries call slips are compared with the classified file of outstanding loans before they are sent to the stacks. If the classified file includes all charges for books withdrawn from the shelves, this search will indicate at once whether a book is charged out, and if so, to whom; whether it is at the bindery; or whether it should be on the shelves. Such a search saves the time of the patron, inasmuch as he can be informed at once of the location of books not immediately available. It also saves the time which attendants would spend in going to the stacks for books already charged out or shelved elsewhere in the library. However, most libraries check the call slips with the class file only after the books are reported "not found."

⁵ Definite routine for the searching for books not on the shelves is given in Chapter X, p. 142.

(4) *Shelving*. Books misshelved are books lost. Accuracy in shelving is essential. This work is often given to the more mature student attendants who have proved their ability by satisfactory work in other capacities. Better results will usually be obtained if the shelving is assigned to only one or two attendants rather than to several, and if each shelper is responsible for specified stack levels. The employment of a full-time shelper, if one is available, may be more satisfactory than the employment of several on a part-time schedule. In the larger libraries the shelving should be continuous and should follow closely the return of books to the loan desk. Much time may be lost, with serious delay in delivery of books to patrons, if attendants are compelled to search through a large collection of books returned but not yet shelved. A fair aim for shelpers would be to have every book shelved within two hours of its return.

Libraries in which attendants are stationed on stack levels customarily assign the shelving to these stack attendants. This practice may result in division among various attendants of the responsibility for shelving on any stack level. Such division makes it difficult to ascertain who is responsible for misshelving. If other work can be found for stack attendants, better results will normally be obtained if the shelving can be assigned to a few specially qualified students.

(c) *Arrangement of the loan desk*. A satisfactory solution of the two questions of organization and loan desk arrangement is essential to quick service in the larger libraries. The preferred form of organization should control the arrangement of the desk rather than be controlled by it. Loan desks can be rebuilt. In some cases it has been found that the cost of rebuilding was fully justified by the saving of time.

In a small college library, books for assigned reading are usually handled at the loan desk. As circulation increases, the first step usually taken to relieve congestion is to remove the reserved books to a separate room in the library. With a still further increase, the duties of the assistants at the loan desk become more specialized and detailed until finally each assistant is assigned certain phases of the work. It is desirable, for this and other reasons, to separate the patrons at the loan desk automatically into three groups:

- (1) Those who come to present call slips
- (2) Those who wish to have books charged
- (3) Those who come to return books

In the larger libraries the desks are so arranged that each group

has its own portion of the counter, that those who are returning books will not interfere with those withdrawing them. It is desirable to post certain small signs for the direction of newcomers, as "Present call slips here," and "Return books here." The various files are placed in those sections of the desk to which patrons naturally come. For example, the class file should be at the portion of the desk nearest the catalog, as patrons in presenting call slips normally come there. The date record and file of registration cards, if kept, should be at the part of the desk nearest the entrance to the room, as readers most easily return books to this section.

In any library, before the desk is designed, careful attention must be given to the charging system to be used as well as to other details. Will two or three files be maintained? Will tubes and automatic carriers be installed? If so they should be located, if possible, near that portion of the desk where students call for books. There should be room for one or two tables for routine work behind the loan desk.

The following additional considerations may aid in the planning of a desk:

(1) Charging files are normally imbedded in the desk in a horizontal position and consist of a number of trays, each of which can be removed at any time without disturbing the others. Sliding covers are often installed, but in many libraries are never used. In a few instances the rear of the trays is elevated,⁶ in order to bring a greater number of cards within easy reach. Some libraries mount certain of the files on a specially designed truck which can be wheeled into position.

(2) What should be the height of the desk? A low desk which permits most of the work to be done in a sitting position is convenient for assistants. A high desk is more convenient to patrons and to assistants whose duties require a standing position. Possibly a high desk (39 or 40 inches) with benches or special chairs is most commonly used. With the high desks it is desirable to provide foot rests.

(3) Are chairs or benches preferable for loan desk assistants? If any of the files are so extensive that an assistant cannot reach them without leaving his seat, a bench will save considerable time, as it permits him to slide back and forth without rising. The objection that a bench will tend to wear out clothes does not appear well

⁶ McHale, C. J. An experiment in university library circulation files. *Library Journal* 56:427-28. 1931.

founded. The assistants in three libraries which had substituted benches for chairs expressed a preference for the benches.

(4) Location of telephones. If it is necessary to have a telephone at the loan desk, its location should be planned in advance. Most librarians will wish to place it out of the reach of students. Any use of a telephone at the loan desk is disturbing. If the arrangement of the library permits, it is desirable to place the telephone at the information desk or in the loan librarian's office.

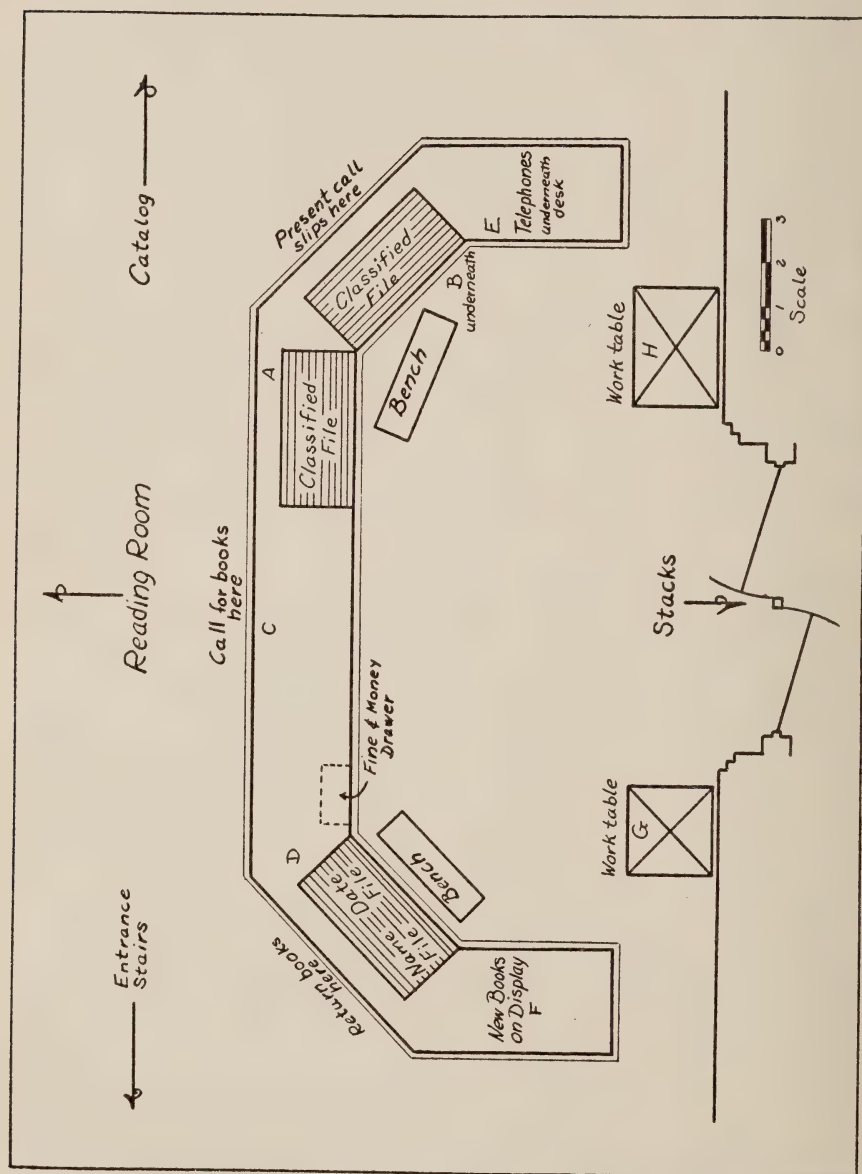
(5) Is a straight or a concave desk preferable? In many cases the librarian has no choice; the architect decides, basing his decision on the architectural design of the room. A concave desk will decrease the amount of walking required of assistants; the various sections of the desk will be more closely related. Most librarians prefer the concave desk; the long straight desks have usually been specified by architects.

(6) The surface of the desk should be covered with one of the many varieties of linoleum now manufactured for the purpose. The specially prepared covers wear much better than the stained wood, do not show scratches to the same extent, and can be easily washed without damage to the finish.

(7) It is not safe for a library of any considerable size to purchase a standard loan desk from a library supply house without giving careful attention to its own particular needs. Neither is it safe for an architect or a librarian to attempt to design a loan desk without the advice of an expert from one of the library supply houses who has had considerable experience in the designing of loan desks. The best results will be obtained if the architect, the librarian, and the representative of the manufacturer all work together with the problem of the particular library in mind.

(8) A loan desk should be planned for an increased future demand rather than for present needs. One library found that the number of books requested at the loan desk quadrupled in four years after the library was moved into a new building. The loan desk should have been built to meet needs four times as great as had previously existed, rather than twice as great. Visits to many libraries have shown that the two common defects in newly built libraries are inadequate stack capacity and inadequate loan desks. Few architects and college administrators have fully understood the fact that an estimate of prospective use of books in a new library building cannot be based on present use in inadequate quarters.

Loan desk details vary in different libraries. The plan herewith



A practical charging desk

gives one arrangement and shows the features mentioned. The desk is rounded, thus providing more space for patrons in front and requiring less walking by assistants behind. Patrons present call slips to the assistant in charge of the book file at A. Provision for chutes or pneumatic tubes at B permits the assistant to send call slips to the stacks without leaving his seat. Books are charged at C and discharged at D, where the date files and readers' cards are kept. New books are located on top of the desk at F.

(d) *Location of books in the stacks.* The location of books in the stacks will affect greatly the speed of delivery. Certain subjects are called for much more frequently than others. Any library can collect statistics to show which section of the library is used most. There may be, for instance, 100 calls for books from the literature section, and 10 calls from the geological section. The calls can be compared with the space required for the shelving of the two subjects and a ratio reached of the demands for 100 feet of shelving. S. R. Ranganathan⁷ describes a "histogram" which shows the number of volumes issued in different subjects as a means of determining the arrangement of books in the stack room.

A few libraries have carried this principle somewhat further, applying it to individual titles as well as to classified groups of books. Certain periodicals, for instance, are called for much more than others. There may be a hundred calls for such periodicals as *Harper's*, *Atlantic*, etc., compared to a single call for the *New Era*. It is possible through a study of calls made at the loan desk to ascertain the books and periodicals most frequently called for, and to place them in close proximity to the loan desk, moving other sections to more distant stacks. This arrangement requires certain notations on the catalog cards, or the use of dummies, in order that patrons and attendants may know where such books are located. It may result in an active collection, say of 50,000 or 100,000 volumes of the most used books, placed in comparatively close proximity to the loan desk. In the large universities this working library may eventually become an undergraduate library with its own loan desk and attendants.

A similar method can be used to determine the books which should be shelved in the reading rooms. If call slips for books supplied at the loan desk during a typical period are arranged by call numbers, definite information will be available regarding the books and

⁷ Ranganathan, S. R. The five laws of library science. p. 345. Madras, Madras Library Association. 1931.

sets of magazines most used. If these most used publications are placed on open shelves patrons can obtain the books they want more quickly and easily, and the number of calls at the loan desk will be decreased.

It is apparent that, as libraries increase in size, some reorganization will be necessary if patrons are not to be compelled to wait from 15 minutes to an hour for books. Any library which requires an average of over three minutes to deliver books at the loan desk might investigate its procedure to advantage. Possibly pneumatic tubes and high speed book carriers may make it possible to supply books within the three minute limit, even in the largest libraries. The report of the library of the University of Michigan, 1930-31,⁸ states that the time required to deliver books was decreased to an average of 2.38 minutes by the installation of pneumatic tubes to replace the telautograph. This case is not cited as an argument for the substitution of pneumatic tubes for the telautograph, but it does show convincingly the value of a study of methods by which the time required to deliver books can be lessened.

(c) *Elimination of unnecessary use of card catalog.*

(1) By means of open shelf collections. In the larger libraries where the stacks cannot be opened to the thousands of undergraduates, many of the most used books and periodicals are placed on open shelves in the reference room, in the browsing room, or in seminar rooms. These books are not necessarily "reference books," restricted to use within the building; in most cases they may be borrowed for home use. They are kept on open shelves to permit easy consultation by readers and to avoid delay in filling out call slips and in waiting for the delivery of books at the loan desk. A collection of 15,000 to 20,000 books, including the books most called for (with the exception, of course, of those on assigned reading lists), should always be available on open shelves.

(2) By means of printed and mimeographed lists. In a library where periodicals are greatly used but shelved mainly in the stacks, a mimeographed or printed alphabetical list of periodical sets, with call numbers attached, will eliminate the necessity of looking up the titles in the card catalog. In one library four copies of such a mimeographed list are in almost continuous use. It is much easier to look up a call number in an alphabetical list than to ascertain it by searching in the card catalog. The list must be kept up to date by

⁸ University of Michigan. The president's report for 1930-31. p. 246.

interpolations and by recopying every year or two. The cost of recopying is considerable, but the time saved by readers more than compensates.

Some libraries⁹ use a visible index which saves recopying. The disadvantages are the original cost which may amount to about \$200 for a long list, and the fact that no duplicates of the list are available. This index is a permanent record and requires only additions to keep it up to date.

Printed lists soon become obsolete, although library copies of such lists can be kept up to date by interpolations. Typed or mimeographed lists are far less expensive and seem to serve as useful a purpose. For purposes of publicity and the promotion of reading, printed lists are to be preferred.

(f) *Determination of causes of failure to supply books.* Many books requested at the loan desk are not supplied for reasons which may seem satisfactory to loan desk assistants but which do not necessarily furnish a sufficient reason for failure of the library to function. The loan librarian who realizes that books are to be used and patrons are to be served will not rest with the customary replies, "The book is not in," "The book is at the bindery," "The book is charged out." An offer can be made to recall, even from a faculty member, any book needed by a patron if the borrower has had the volume for the customary two weeks' period. The return of books from the bindery can be hastened.

It is entirely feasible to compile daily a list of the requests which are not filled and to indicate the reasons. Such a compilation may reveal the need for duplication, the importance of expediting the binding of current volumes of periodicals, and the desirability of a greater insistence on the prompt return of books. The loan librarian should consider a record of the reasons for the failure to supply books even more valuable than a record of the total circulation.¹⁰

(g) *Necessary restrictions on the use of books.* Certain requests which come to the loan desk cannot legitimately be granted in fairness to other readers. Many regulations without doubt do limit the use of books with consequent irritation to individual patrons. If the limitations are wisely enforced, however, they become an aid to the use of books by a larger number of readers. "There should be no

⁹ Details of a visible index for periodicals can be obtained from the library of the University of Minnesota. Compare also the suggestion for a visible index for current periodicals, in Chapter VII, p. 97.

¹⁰ The form and detailed use of this record are given in Chapter IX.

bar to the use of books but the rights of others, and it is to the credit of the mass of library users that, when a librarian manifests that single purpose, he can safely be liberal in the discharge of his trust."¹¹

Necessary restrictions on the use of books concern

- (1) Reference books
- (2) Reserved books
- (3) "Waiting list" books
- (4) Retention by faculty members of books needed by students
- (5) Fines and overdue
- (6) Lost and mutilated books

(1) *Reference books.* Certain classes of books are in such great demand that their use, in justice to all readers, must be confined to the building. Among such books are dictionaries and encyclopedias, bibliographical tools, magazine indexes, and other publications of similar nature. If a patron withdraws one of these books from the library it will not be available for many others who may desire to use it in the building.

However, larger libraries can easily duplicate at little expense many publications ordinarily regarded as reference books and thus provide copies for home or office use. In a busy library the use of books by many readers will be facilitated if additional copies of such publications as the U. S. Census reports are available for home use. Some libraries duplicate bound volumes of magazines much in demand, in order that copies may be available for loan.

(2) *Reserved books.* Other books which ordinarily are not available for home use are those placed by instructors on assigned reading lists. These books are in great demand for limited periods and are retained in the library where many can use them. But careful scrutiny of the reserved collection is necessary. Being human, instructors overestimate the available time and reading capacity of their students. Many books which students do not use are placed in the assigned reading room. There is need to keep a careful watch on assigned reading lists to ensure that only books in frequent use are included in the collection. The purchase of additional copies of reserved books for home or office use may be desirable in exceptional cases, possibly as part of a "pay collection." There are unusual occasions when it is not feasible for a patron to use a book in the library; for example, in the case of a student who is confined to his

¹¹ "From Professor Winsor's latest report." Quoted in *Library Journal* 5:47. 1880.

home by sickness and will have to work at home or not at all; or of an instructor who needs a certain book in connection with the preparation of a course.

(3) "*Waiting list*" books.¹² Another limitation in the supply of books is necessitated by the considerable demand for books recently published. The names of patrons who desire these books are entered on a waiting list; each patron is notified when his name is reached on the list. The loan of such books is usually limited to one or two weeks for both faculty and students.

It will be necessary to examine waiting lists carefully in order that additional copies may be purchased if the lists become too long. It will also be necessary to make certain exceptions to the exact order of the waiting lists. A student may need a book for a few days for a seminar report; an instructor may need a book urgently for research. In such cases the strict order of the waiting list will not be followed, but an exception made. The reserving of books in great demand is forcibly urged by Arthur E. Bostwick.¹³ His arguments on the fairness of such a system are not repeated here.

(4) *Retention by faculty members of books needed by students.* To what extent should faculty members be allowed to retain books needed by students? In some libraries books are not recalled from faculty members for student use. A faculty member may be allowed to retain indefinitely a book which is urgently needed by another reader. Many, possibly most, libraries have given members of the faculty privileges which have decidedly interfered with the use of books by students. Some examples are:

Failure to recall a book needed by a student when an instructor has had it longer than two weeks.

Permission to members of the faculty to withdraw, from the assigned reading room for home use, books needed by students.

Permission to members of the faculty to withdraw current numbers of periodicals when the same privilege is not extended to students.

Indefinite retention by members of the faculty of new and popular books.

Withdrawal by members of the faculty of new books for home reading before students are able to examine them.

¹² Known in public libraries as "Reserved books," with quite a different meaning from the term "Reserved books" as used in college libraries to indicate books for assigned reading.

¹³ Theory of book reserves. Library Journal 53:348. 1928.

These practices are not conducive to good library service or to the encouragement of student reading. Unfortunately, they seem quite general.

(5) *Fines and overdues.* Fines seem to be a necessary evil. A few college libraries do not charge fines at all, but most of them have found a fine system imperative in order to enforce the return of books. There seems to be more necessity for a system of fines in the larger universities than in smaller colleges where individuals are better known. Fines are not commonly charged against faculty members, possibly more for diplomatic than for logical reasons.

The work required in sending out notices of overdues and of waiting list books is very considerable but seems necessary. Failure to recall books when due will result in a greatly increased proportion of books which must be reported as charged out, thus lessening the effectiveness of the loan service. Much of the clerical work of sending out overdue notices can be done by accurate student assistants at little expense.

(6) *Lost and mutilated books.* The most important consideration in the case of lost and mutilated books is not one of monetary value. Rather is it the consideration that such books are not available for use. One of the most annoying replies which can be given to a patron is that a book cannot be found. Unfortunately, the books which are lost or mutilated seem always to be the ones most called for. Heavy penalties may aid in the reduction of losses from mutilation. One college ruled that any student discovered to have mutilated a book would automatically be fined \$10.00. After one or two fines had been collected, mutilations decreased considerably. Most libraries keep on closed shelves the books and periodicals liable to theft or mutilation. A few libraries scrutinize patrons leaving the building, even examining brief cases. Detailed supervision to prevent losses does not seem to be justified unless losses become serious; it is a financial burden on the library and an annoyance to patrons.

Stolen or mutilated books and magazines should be replaced promptly, especially current magazines which quickly go out of print and become difficult to procure. Most libraries have long lists of current volumes of periodicals which are being held until missing pages and numbers are secured. Promptness in replacement will lessen the difficulties of loan assistants.

(h) *Relationship of loan desk assistants to other departments of the library.* One of the duties of those in charge of the loan desk is to make clear to others in authority the needs of readers. For this

purpose the collection of statistics, as previously suggested, of the number of books requested and not supplied, with the reasons, may be of value. Over many matters affecting loan desk service, such as adequate cataloging, ordering, and checking of serials, the loan librarian and his assistants do not have control, but they do have the opportunity of presenting such matters to the librarian or to the heads of the preparation departments of the library.

SUMMARY

1. To a high degree the reputation of the library for satisfactory service will depend upon the effectiveness of the work at the loan desk, which requires adequate records, allocation of definite duties to each assistant, prompt and accurate shelving of books. The loan desk should be so arranged that desk work can be easily subdivided. The arrangement of books in the stacks will affect the speed of delivery. Studies should be made not only of the time required to supply books but also of the number of books requested and not supplied, with the reasons for failures.

2. The work behind the desk determines to a large extent the success and efficiency of the library service and should never become a mechanical handing out of books. Those in charge of the loan desk must see that books which are called for are delivered as promptly as possible. They must observe and report failures to supply books requested. They must know when exceptional cases demand exceptional service, and they should not restrict modification of rules to members of the faculty. Students as well as instructors have exceptional needs.

3. The librarian must exercise supervision over the preparation departments in order that these departments shall function with a view to the needs of readers.

SUGGESTED READINGS

Very little has been published on the work of the loan desk from the service standpoint. Probably one of the best articles is that by C. B. Joeckel, University of Michigan. George A. Works in his *College and university library problems* attacks the problems of college libraries from the standpoint of the user of the library. On pages 35-36 he pays special attention to data which show the extent to which libraries fail to meet demands. Chapters 2 and 3 of the *Land-grant survey* discuss the "usability of libraries and methods of facilitating use." S. R. Ranganathan also approaches the subject from the standpoint of use. His five laws of library science are:

1. Books are for use.
2. Books are for all.
3. Every book its reader.
4. Save the time of the reader.
5. A library is a growing organism.

- Joeckel, C. B. The borrower's side of the loan desk. *Library Journal* 54:525-28. 1929.
- Ranganathan, S. R. The five laws of library science. Madras, Madras Library Association. 1931.
- U. S. Office of education. Survey of land-grant colleges and universities. Bulletin 1930, no. 9; v. 1:618-48. 1930.
- Works, G. A. College and university library problems. A. L. A. 1927.

CHAPTER VI

ASSIGNED READING AND THE ASSIGNED READING ROOM¹

Origin. The assigned reading room is a development of the modern college library. In college libraries generally, before the beginning of this century, the assigned reading room was unknown. In American library periodicals before 1900 only one article and four casual references could be found on special assignments to students of books to be read in the library. In 1878 Harvard College, under the heading "Special reserves," reported as follows:

"It is the custom of the professors at Harvard to hand in at the library lists of books to which they intend to refer their classes during the term. These books are reserved from circulation, are covered, and a colored label is pasted on the backs, each professor having a distinctive color. The books are then arranged in an alcove, to which the students have free access. . . Other libraries might adopt this plan for books in which there chanced to be some special interest, so that many people desired to consult them."²

In 1887 Melvil Dewey, the originator of many methods used today in both public and college libraries, stated that books recommended by professors were placed behind the loan desk. His argument in favor of closed shelves for reserved books is as convincing now as then:

"Each professor is invited to send in lists of books which he wishes withdrawn for a time from circulation and kept in the reading-room, so that each student may be sure of opportunity of consulting them. . . But a new vice developed itself. Sum of the students in their zeal for learning wanted it all; and, as these books were on open shelves where each helped himself, we soon found that the books most wanted often disappeared."³

Dr. Dewey describes at length "a long slip, (7.5 x 25^{cm}) five times the size" of the ordinary book card, which was used for charging "restricted reference books." This long card originated by Dr. Dewey is in general use today, as well as the charging method described by him 45 years ago.

¹ General principles. Details and routine are described in Chapter XI.

² Library Journal 3:271. 1878.

³ Dewey, Melvil. Restricted reference books. Library Notes 2:216. 1887.

The practices at Harvard and Columbia were exceptional. References by instructors to books in the library were not at all common until many years later. Early in this century instructors began generally to supplement textbooks and lectures by assigning reading from books and magazines. In order to satisfy the growing demand special rooms were set aside in the larger libraries as "reserved reading rooms." This method of instruction in some cases has entirely replaced the use of the textbook. The practice developed rapidly, until in 1929 it was referred to as "This thriving monster, collateral reading."⁴ The increase in library assignments during the last 30 years is undoubtedly one cause for the great increase in use which has occurred in practically all college libraries. At the present time there are some indications that the assignment of definite readings is decreasing and is being replaced by the assignment of topics for investigation.

Reasons for Assignment of Readings to Students

It is not within the province of any member of the library staff to decide whether or not assigned readings are desirable as a method of instruction. However, the reasons for the assignment of readings should be understood by librarians in order that the work of the library may be closely related to the instructional aims. A knowledge of the various forms of assignment and the advantages and disadvantages of each will enable the librarian to discuss intelligently with instructors the form best adapted to their needs. Such personal consultations should result in a clearer understanding by both the instructor and the librarian of the aims of the assignment and means for their accomplishment.

Readings are assigned in general (a) to supplement, or replace, the textbook; (b) to give the student facility in finding information on a given topic. Many assignments contribute to the purpose first mentioned but not to the second. The benefits which should be obtained from extensive, as compared with intensive, reading are stated by G. A. Yoakam as follows:

"From the data examined in the preceding experimental studies it appears that there is evidence to show that the extensive method of reading is superior, in general, as a means of giving students on grade, high school, and college levels a wider range of information, more ability to solve problems, outline, and retain ideas, but probably less effective in developing ability to reproduce. It is suggested that the intensive method

⁴ Journal of Education 109:365. 1929.

gives accuracy in detail; the extensive method gives richness and breadth to knowledge. A combination of extensive and intensive method is suggested for both accuracy and range of information. It seems likely that for upper intelligence levels, extensive reading is more advantageous than for lower levels. It may be well, then, tentatively, to treat the lower intelligence levels to more or less intensive methods. This leads to the tentative conclusion that extensive reading must be gauged to the abilities found in any given group."⁵

Forms of Assignments

The many forms in which reading assignments are made vary greatly among instructors. All the following forms are employed:

(a) Assignment of a certain number of pages, or of a certain number of hours, of reading a week without reference to any specific pages in definite books. It seems impossible that any such assignments are still made, but many examples have been found. "In each history class a minimum requirement of 150 pages of reading each week was required (sic.) for each student."⁶ If such methods are used, there is little reason for amazement at the complaints that colleges are emphasizing form at the expense of substance. A required "five hours of reading a week" in the library resembles more a penal than an educational practice.

(b) Assignment of specific pages. The readings may be assigned to a group, or a separate assignment may be given to each student. This form is the one in most general use.

(c) Assignment of definite books for supplementary readings, without any reference to pages. The student may be given the privilege of selecting the book he wishes to read or he may be assigned a definite book.

(d) Assignment of topics, problems, or projects.

(1) With reference to definite books.

(2) With a general list of books.

(3) Without references. The student may be required to compile a "bibliography."

Assignments of this kind usually require the student to use reference material. He may need the help of a reference librarian. In few cases will his work require use of the assigned reading room. Many of these assignments are given as term papers, to be handed in at the end of the quarter or semester.

(e) Encouragement to voluntary reading. Suggestions for read-

⁵ Yoakam, G. A. The improvement of the assignment. p. 251-52. Macmillan. 1932.

⁶ School and Society 35:868. 1932.

ing may be general; more often they specify certain books. This method, when used by inspirational teachers, is successful in introducing students to books. It may awaken the active interest of students in reading on their own initiative. A casual reference by the president of one college to Archie Butt's *Letters* resulted in such a demand on the library that additional copies had to be purchased.

Most of the forms of assignments mentioned require the use of books not in the assigned reading room. The assignment of topics may make necessary the use of open shelves for such books, possibly in the reference room. The assignment of a different book to each student, as for example an individual play, may make desirable the loan of some books for limited periods, possibly three or four days. Such loans may be made over the loan desk or in the assigned reading room, the practice varying in different libraries. There can be no fixed library rule for the handling of all types of assignments. The library must adapt its methods to the form of the assignment and the needs of the students in individual courses.

All assignments mentioned, except those of the first type, should tend to supplement the textbook. The assignment of topics should also develop in students the ability to search out information for themselves. This form of assignment has certainly succeeded in awakening in many students a keen interest in their work which never would have been aroused by the assignment of definite pages. It does require the library staff to give much more personal attention to each student. It tends to inculcate the habit of using books and libraries; it convinces students, as no other method can, that libraries can serve as laboratories for the solution of many problems.

Undoubtedly there is a tendency at present away from the assignment of definite pages and toward the assignment of topics. Some libraries have reported a marked decrease in attendance in the reserved reading room, and a marked increase in the demand for the assistance of reference librarians. Thomas P. Ayer, 15 years ago, called attention to the advantages of such a shift:

"It is quite possible that the college reference librarian, if encouraged and advised by the professor, may develop into a more effective medium between the classroom and the library stacks than the best possible selection of books segregated in the corner of a reading room, waiting for impersonal contact. This impression has been developed from a repetition of results of imperfect, to be sure, but interested personal introductions to sections in the stack, in response to appeals for material upon a given subject. This should be the chief function of a college reference librarian, and if he is not thus employed to his full capacity, the professor has not

availed himself of one of his best means of projecting his courses beyond the limits of his own voice in the classroom, the student has lost an opportunity to learn how to select from a mass of material instead of taking the results of such a selection, and the resources of the library have not been intelligently exposed.”⁷

Tests of Students' Work on Assignments

The following methods have been used by instructors to test the information gained by students from their reading assignments:

- (a) Written reports on the material read or topic assigned. The reports may take the form of term papers.
- (b) Oral reports in class.
- (c) Class discussions and quizzes. This method is quite generally used when the whole class is given the same assignment.
- (d) Individual conferences with students outside of class periods. Often used by instructors of English. Usually effective, but require much time of instructors.
- (e) Written outline of the chief points of the article or book read.
- (f) Submission of notebooks.
- (g) Examinations.
 - (1) Essay type
 - (2) Multiple, or true and false, type
 - (3) Completion type

Some instructors do not follow up their reading assignments in any way. Students are told to spend one hour a day in the library or to read 150 pages, but no steps are taken to insure that they actually do any reading. Such assignments are worse than useless.

This brief summary of the forms of assignments and methods of testing students' reading is given because members of the library staff have opportunities to consult with instructors on assignments. A meeting of the librarian with the members of one department of a college had the following results:

- (a) Outlines of all term papers with lists of references were required before mid-term. This requirement reduced the rush at the library during the last two weeks of each term and resulted in more thorough work by the students.
- (b) A requirement of five hours of reading a week was withdrawn and replaced by more definite assignments.
- (c) A long list of books recommended for the assigned reading room, but actually seldom used, was withdrawn.
- (d) For all upperclassmen, the method of assigning topics was adopted.

At present students are spending a very considerable portion of

⁷ Ayer, T. P. Duplication of titles for required undergraduate reading. *Library Journal* 42:356-57. 1917.

their time on reading assignments. It does not seem unreasonable for instructors and librarians to give a few hours during the year to a discussion of methods by which the assignments can contribute most to good instruction. Consultations between instructors and librarians should clear up misunderstandings and make the work of the students more effective.

Open or Closed Shelves for Reserved Books

Customarily, books for assigned reading are kept behind a desk, either the assigned reading desk or the loan desk, depending upon the size of the library. From the standpoint of the students, it would be preferable to keep these books on open shelves if losses could be avoided. The primary arguments in favor of open shelves are: (1) from the educational standpoint there is great advantage in permitting students to examine freely any books they may desire; and (2) the cost for attendants is much less. Until recently the open shelf system has not proved practicable in large colleges, but careful supervision of all students leaving the room and ample duplication of books are apparently making it successful in a few large institutions, notably Teachers College of Columbia University. Libraries that are installing a new reserve system should investigate carefully the feasibility of open reserves. It has been proved that open shelves in any institution of considerable size will not be satisfactory without very careful supervision of exits.

Several smaller college libraries, notably Vassar, have used exclusively the open reserve system with little supervision. On the other hand, some still smaller ones have found that the open shelf system without supervision is not feasible. Much seems to depend upon the type of students and the traditions of the college.

The two objections to the open shelf system in large universities are: that it is difficult to prevent the loss of books and that the occasional selfish student may withdraw four or five books, only one of which he needs at the time. An excellent account of the origin of closed shelves and the reasons for them is given by Melvil Dewey in the article previously cited. The progressive development from open to closed shelves at the University of Nebraska can be seen from a comparison of a note on open reserves by J. I. Wyer⁸ in 1902 with a later article on closed reserves by W. K. Jewett⁹ in 1910. This development is typical of most American universities.

⁸ Wyer, J. I. Note in *Public Libraries* 7:159. 1902.

⁹ Jewett, W. K. Treatment of reserved books. *Library Journal* 35:115-16. 1910.

An exception to the closed shelf rule seems not only desirable but necessary in cases where assignments are made to a large number of books for the investigation of assigned topics. In such cases the books are not so likely to disappear; or, if they do disappear, the theft can be more easily detected, since each student has his own topic. The necessity for placing such books on open shelves arises from the fact that a student may need to examine 30 or 40 different books at one time. Many large libraries are using a combination of open and closed reserves, depending upon the type of assignments.

Source of Funds for the Purchase of Reserved Books

Who shall pay for the books in the assigned reading room? Most libraries have suffered from a lack of funds. As the amount of assigned reading has increased, expenditures for assigned reading have made serious inroads upon the funds available for the purchase of books for other purposes. Various means were considered to avoid this drain. In some institutions a general library fee was resurrected; in others special library fees for certain courses were charged. Coe College charges a fee for courses in which the purchase of textbooks is not required. At the University of California and other universities, special fees were replaced by the allotment of additional funds from the general budget for the purchase of reserved books. Students are accustomed to purchase textbooks, but ought not to be expected to buy 30 or 40 books, which will be used for only a short period. If the educational activities of the college require that students consult a large number of books, then it would seem to be obligatory upon the college to provide the funds necessary for their purchase.

The Assigned Reading Room

Most of the principles involved in the supply of reserved books to students apply equally well whether the books be located in an assigned reading room or in the stacks behind the loan desk. The books placed on closed reserved shelves are chiefly those to which definite assignments have been made. The use of these books is very extensive. In most institutions more undergraduate students visit the library to read definite assignments than for any other purpose.

The objective of the service in the assigned reading room is to supply students with books to which assignments are made, with the greatest speed possible and at the lowest cost consistent with good

service. Speed receives greater emphasis than it does at the loan desk. A student who desires a book to use for two or three weeks can afford to wait three minutes while the attendant is obtaining it from the stacks. A student who needs three or four books during an hour for an assignment cannot afford to wait three or four minutes to obtain each book. It is, therefore, desirable that any book on reserve be supplied in less than one minute.

The consideration of economy is important. It is necessary to organize the work in the assigned reading room so as to permit the minimum number of copies to be used to the maximum extent.

Requirements for Good Service in the Assigned Reading Room

The factors which require consideration in providing adequate arrangements for the use of reserved books are as follows:

- (a) Location of the assigned reading room
- (b) Space required for readers
- (c) Number of duplicate copies
- (d) Rental collection
- (e) Arrangement of books on the shelves
- (f) Assignments to rare books and periodicals
- (g) Number of assistants
- (h) Supervision
- (i) Relations with instructors
- (j) Submission of lists of books
- (k) Display of lists

(a) *Location of the assigned reading room.* Small libraries, to economize in attendants, place reserved books in the stacks behind the loan desk, or on open shelves. In the larger libraries one or more rooms are usually set aside for assigned reading. The books are kept either in a segregated section of the room or in adjoining stacks. At present this room is generally the most used room in the library. Students frequent it between classes, with sometimes but a few minutes to spare. To save the time of students and to avoid heavy traffic and consequent confusion in the halls of the library, the assigned reading room is placed whenever possible on the first floor near the entrance. This arrangement is now becoming standard.

It has been suggested that the assigned reading room might well be located entirely apart from the central library. Indeed, the experiment has been tried in certain colleges, but reports received indicate that the results have not been entirely satisfactory. Students who go to the main library for certain books, not knowing that the books are on reserve, are forced to go to another building,

possibly some distance away. If the assigned reading room is in the central library, urgent demands for books assigned to classes without notification to the library can sometimes be met quickly. The service is much more effective if the administration of the assigned reading room is in close conjunction with the other activities of the library. The only argument in favor of location in some other building is that of insufficient space in the library. In such a situation the solution, of course, is more adequate library quarters. The removal of the books for assigned reading to an entirely separate building may be temporarily necessary, but it should be recognized that such an arrangement will prove a hindrance to good service.

(b) *Space required for readers.* Tables and chairs for readers should be as close to the collection as feasible. If the seating capacity of the library is one-fourth of the student body it can be estimated that the seating capacity of the assigned reading room should be not less than one-tenth. The proportion will vary somewhat with different institutions and may be subject to change according to future increase or decrease in the practice of assigning definite readings. The number of square feet to be allowed for each reader will depend upon the type of table used. Long tables with seats for 10 or 12 will not require so much floor space per reader as smaller tables with seats for 4 or 6. Smaller tables may be more conducive to study. The customary allowance of 25 square feet per reader is ample to permit the use of small tables. If long tables are used 20 square feet per reader will be sufficient.

(c) *Number of duplicate copies.* The question of the number of duplicates needed has vexed librarians from the beginning of the reserve system. Certain formulas have been worked out, such as one copy of a book for every 10 students. If 100 students are taking a course, 10 copies of a book would be required. The only purpose of this formula seems to be to save the use of any intelligence on the part of the assistant in charge of the assigned reading room. It is much easier to work from a formula. As a matter of fact, the need for duplicates will vary with each instructor and with each course. Thomas P. Ayer made a study of the use of four different titles.¹⁰ He found, for example, that five copies of one title were lent only twelve times during the reserve period. One copy would have proved sufficient. There should be enough copies available so that every student can obtain at any time the book he desires. Practically, this

¹⁰ Ayer, T. P. Duplication of titles for required undergraduate reading. *Library Journal* 42:356-58. 1917.

ideal cannot always be attained, but an attempt should be made to approach it. The number of copies actually needed can be determined only from experience. Books placed in the assigned reading room are in a majority of cases in print and easily obtainable; additional copies can usually be secured in three or four days by telegraphing.

The assistant in charge should be able to make a fairly accurate estimate of the number of copies needed. From past experience with instructors he should know that Professor Smith always overestimates the demand for books on his list as well as the number of students electing his courses; while Professor Jones more modestly underestimates the number of students and their demands. Each case should be decided on its merits in the light of past experience.

(d) *Rental collection.* Rental collections are designed to give to students the opportunity to withdraw reserved books for home use. The University of Chicago¹¹ in 1916 installed a collection of books to be lent to students for home use for a moderate fee. In 1929 the University of California,¹² in one of its many experiments, established a rental system. It should be noted that these rental systems do not replace the free use of books in the assigned reading room, although rental systems may decrease the number of duplicates required. They do provide books which can be lent to students for home use—an additional privilege for which the beneficiaries should pay. The details can be found in the articles quoted.

(e) *Arrangement of books on the shelves.* In order to make quick service possible, books must be arranged in some order. Some librarians arrange them by departments of instruction. This arrangement requires that the department be mentioned whenever a book is requested. Another difficulty is that one title may be on reserve for several departments. The chief argument for the arrangement of books by departments and courses is that it permits students and instructors to see what books are reserved for particular courses. The opportunity for the personal examination of reserved books arranged by courses of instruction is very desirable, but is not feasible except in libraries with open reserves, and even in such libraries arrangement under call numbers may be preferable.

The more general custom in closed stacks is to arrange books by author and title. One library found that the delivery of books could

¹¹ Henry, E. A. University of Chicago rental collections. *Library Journal* 53:253-54. 1928.

¹² Richards, J. S. The rental service in the University of California library. *Library Journal* 56:795-96. 1931.

be speeded up 30 per cent by an author instead of a departmental arrangement. A few libraries shelve reserved books under call numbers. Such an arrangement requires that students look up the call numbers on lists or in a card file before the books can be supplied.

For quick service it will be necessary to shelve promptly books returned by readers. In some libraries the attendants who wait on the public also do the shelving during periods of slack demand. A few libraries employ a special attendant to shelve books. The work requires considerable physical endurance; in the most used rooms an assistant must be on her feet most of the time. For this reason it may be preferable to employ men rather than women.

(f) *Assignments to rare books and periodicals.* Should rare books be used for assigned reading? Should the use of irreplaceable books by undergraduate students in college today be allowed to impair their use in years to come? Some faculty members reply that books are of no value unless they can be used. Fortunately, various devices for duplication—the photostat, the mimeograph, etc.—make possible the reproduction of certain pages from rare books and periodicals. A book can thus be made to serve both present and future readers. There seems to be no good reason why the reproduction of parts of books and articles in periodicals should not be greatly increased.

Many colleges have adopted the rule that periodicals will not be reserved unless duplicates are available. If the library is notified sufficiently in advance, and if the numbers are in print, additional copies are purchased. If the numbers are out of print, typed or photostatic copies of articles are made. If assignments are made to volumes of periodicals without notification to the library (not an infrequent occurrence), the volumes are withdrawn from the shelves as soon as the fact is discovered, and the instructor is notified that they are not available. The library should state, in requesting lists of books to be assigned, exactly what its policy is.

(g) *Number of assistants.* The number of assistants should be sufficient to insure that no student is required to wait for a book over one minute. Unfortunately, the demand is very uneven, being the greatest at the time when classes shift. In the larger libraries it is customary to forward to the assigned reading room certain routine work which can be done during slack times, such as book pocketing, writing of overdue notices, collation, etc. Such a practice permits employment of a sufficient number of assistants to meet the maximum demand without undue delay and waste of time by attendants.

It should be noted that such an arrangement is not feasible if the assigned reading rooms are located in a separate building.

(h) *Supervision.* The service in the assigned reading room may be regarded as the nearest approach to the mechanical handing out of books of any service in the library. It requires comparatively little personal contact. The assistant in charge of the assigned reading room, however, must be something more than a "book pusher." He must watch carefully to make sure that the books requested are available, and that "dead" books (books placed on lists by instructors and never used) are not allowed to clog the collection. Books retained in the assigned reading room but not used do not contribute to the purpose for which the library exists. By increasing the size of the collection they tend to delay service. A more serious result is that readers are deprived of the home use of these books.

The attendant in charge must so supervise the work of his assistants, most of whom are students, that their time is profitably employed and also that their "busy" work does not interfere with service to readers. He is responsible for maintaining satisfactory study conditions in the room. Noisy students make it difficult for others to study. If quiet can be obtained during the first few weeks of the college year, discipline will be less difficult during the rest of the year. The assistant in charge, even in the smallest library, should not be a student. Too many problems arise which require mature judgment, tact, and a knowledge of books.

(i) *Relations with instructors.* The greatest opportunity of the assistant in charge comes through his contacts with instructors. He will have occasion to deal tactfully with the instructor who insists that he should be permitted to borrow for home use a reserved book which is in frequent demand by students in the library. Most colleges still have a few instructors who do not realize that the college exists for the students, not for the faculty. In the assigned reading room, service to students is, or should be, supreme. If an instructor needs a copy of a book for home use which is also needed by students, the purchase of another copy is preferable to withdrawal of the book from the assigned reading room.

The assistant in charge has other conflicts to adjust. Many instructors at present are eager to have their students see, examine, and use some of the latest publications in the various fields of learning. These publications are also in demand for general reading. Should the needs of the assigned reading room prevail, or should preference be given to those who desire to borrow the books for home

use? Publications in the assigned reading room cannot be withdrawn from the library but they are in all probability more used than they would be, if they were allowed to circulate. One solution of the dilemma is to buy more copies. If duplication is not possible, most librarians will prefer to yield to the instructor who wishes his students to examine certain new publications in connection with their course work.

The general question of the relationship of members of the loan department to instructors is discussed in Chapter VIII. If the librarian or loan librarian is assigned the duty of contacts with members of the faculty, he may well be the one who will consider with instructors questions arising from assigned readings.

(j) *Submission of lists of books.* Unfortunately, instructors occasionally neglect to send lists to the library. Students come to the library for books which are not available. Instructors have even been known to assign references to books which are peaceably reposing on their own tables. More grief in the use of books in the assigned reading room is caused by the failure of faculty members to submit lists than by any other factor. Good instruction demands that the instructors check with the library before lists are given to students. Certainly the quality of instruction is impaired if students are sent on fruitless trips to the library.

At the annual meeting of one college faculty the president, as a result of student complaints of library service, stated that the administrative officers of the college were greatly concerned with the quality of instruction, that it was not good instruction to send students to the library for books which were not available, and that he desired to be notified of any instructor who did refer students to the library before ascertaining that the books were available. For several years in that college there was little difficulty arising from failure of instructors to notify the librarian in advance.

Letters are ordinarily sent by the librarian to all instructors about two weeks before the opening of college, requesting that lists be submitted before the beginning of instruction. It is one thing to request, however, and quite another to receive. The assistant in charge or the loan librarian will have to exercise diplomacy, tact, and firmness in persuading instructors of the importance of sending lists to the library in advance. In some cases the use of the telephone has proved more effective than repeated letters. In extreme cases telephone calls to the head of the department and personal interviews have decreased the delay.

(k) *Display of lists.* Since students come to the library without their references, lists of the books on reserve should be posted in the assigned reading room. The lists of books are arranged under departments and course numbers. If wall space is limited, a compact wing bulletin board may be used. The posted lists should be at some distance from the assigned reading desk to avoid congestion. When a copy is made for the bulletin board duplicates can be made for the attendant at the desk and for the instructor. Some libraries use card files, but the typed lists are generally regarded as more satisfactory.

SUMMARY

For satisfactory service to students in their reading assignments the following requirements are suggested:

1. Location of the assigned reading room near the entrance to the library.
2. Enough duplicate copies to meet the maximum demand and a flexible collection of books which can be changed as assignments change.
3. Enough assistants to meet the maximum demand without requiring any patron to wait more than one minute for any book.
4. Careful attention by the assistant in charge to make sure that any failure to supply a book on an assigned reading list is investigated and a remedy found.
5. Maintenance of order in the room so that concentrated study by students will be possible.
6. Careful watching of the use of books, so that "dead books" will not be held in the assigned reading room.
7. Posting of a list of all books for assigned reading on a bulletin board available to the students.
8. An understanding by faculty members that good instruction requires that lists of readings be forwarded to the library before they are assigned to students.

SUGGESTED READINGS

- Good, C. V. The supplementary reading assignment. Warwick and York. 1927.
- Yoakam, G. A. The improvement of the assignment. Macmillan. 1932. Probably the best book for instructors who wish to study the question of assignments. Chapter 15 deals directly with "The assignment . . . in university and college teaching." Other chapters are also suggestive.

HISTORICAL

- Ambrose, Lodilla. A study of college libraries. *Library Journal* 18: 113-17. 1893.
- " . . . the reserved-book plan is used . . . by a few leading institutions." p. 116.
- Dewey, Melvil. Restricted reference books. *Library Notes* 2:216-18. 1887.

Fletcher, W. I. Yearly report on college libraries. *Library Journal* 10:267-69. 1885.

Alludes to the "recent" development of reserving books selected by professors.

Jewett, W. K. The treatment of reserved books. *Library Journal* 35: 115-16. 1910.

Special reserves (at Harvard). *Library Journal* 3:271. 1878.

The earliest reference found in reading assignments.

Wyer, J. I. Note in *Public Libraries* 7:159. 1902.

DUPLICATION AND RENTAL COLLECTIONS OF RESERVED BOOKS¹³

Ayer, T. P. Duplication of titles for required undergraduate reading. *Library Journal* 42:356-58. 1917.

Henry, E. A. University of Chicago rental collections. *Library Journal* 53:253-54. 1928.

Richards, J. S. The rental service in the University of California library. *Library Journal* 56:795-96. 1931.

¹³ Rental collections of recent publications are described in Chapter VIII.

CHAPTER VII

LOAN WORK IN THE PERIODICAL ROOM AND DEPARTMENTAL LIBRARIES

A. THE PERIODICAL ROOM

IN MOST college libraries current periodicals are segregated in order to facilitate use. Many of the smaller libraries set aside one end of the main reference room for periodicals. In large libraries a separate room is devoted to their use. The use varies with different libraries and different readers but includes (a) general reading, (b) examination of current material published in special fields, (c) student reading of special articles recommended by faculty members, and (d) search for material on assigned topics or research problems.

Use of Periodicals Variable

The use of current periodicals may be quite casual. Many instructors and students stop for a few minutes to see what has been published in magazines during the last month. Others may spend several hours in translating long research articles. The uses vary so greatly that the library must adapt itself to widely different needs. There is no other department in the library where the enforcement without exception of fixed, uniform rules for all types of periodicals and all classes of readers is so detrimental to good service.

Objectives

The objectives of the periodical room are (a) to extend to faculty and students without formality the opportunity to examine a considerable number of current magazines and to withdraw for extended reading those which are not in immediate demand, and (b) to assist patrons in the use of these magazines. Much of the assistance to patrons will consist of answering reference inquiries and will concern the reference librarian.

The Assistant in Charge

In many of the smaller college libraries the reference or loan librarian serves also as the assistant in charge of periodicals. Even in larger libraries service to the public will occupy only a portion of

the time of the assistant in the periodical room. His other duties, which may include the checking in of periodicals received daily or the preparation of periodicals for binding, are under the supervision of the serials department and are not considered in this discussion, which deals only with direct service to patrons.

Routine duties, no matter how important, must not be allowed to interfere with service to readers. If an assistant becomes so absorbed in the checking in of periodicals that he gives the impression he must not be interrupted, he will fail in the satisfactory performance of his chief duty. If the checking in of periodicals is so detailed and so involved that it detracts from the attention the assistant should give to readers or to the supervision of the room, then this work should not be done at the periodical desk. The assistant in charge of the periodical room should be much more than a routine worker. He should have an intimate knowledge of the types of readers and of their customary wants; he must possess judgment, especially in adapting rules to the needs of readers. He should be able to limit conversations in the room. It will not prove satisfactory to assign an assistant to the position who lacks a broad education, a sincere interest in people, a systematic and orderly mind, the ability to change quickly from one kind of work to another, and the ability, even when engaged in routine work, to watch the room and anyone approaching the desk. This position is not one for student attendants or for ordinary clerks.

Location of the Periodical Room

The periodical room should be located near the entrance, or at least on the first floor, of libraries in which current periodicals are used chiefly for general reading. Such a location is often found in public libraries. It is somewhat more difficult to arrange in college libraries, as the use of books in the assigned reading room is greater than the use of periodicals, and demands priority in the consideration of location of rooms. However, in many college buildings, after first choice in location has been given to the assigned reading room, the periodical room receives second choice.

In larger institutions, especially those with graduate colleges, the use of current periodicals for reference and research is so great that it may be more convenient to place the periodical room near the main reference room. This arrangement facilitates answers to reference inquiries and may eliminate the necessity for duplication of some periodical indexes. It will not be so convenient for the casual reader.

Shelving of Periodicals

In order to give ready access to current periodicals, they are customarily kept on open shelves, with some exceptions. Art magazines, which are subject to mutilation, may have to be held on closed shelves. In order to avoid loss, some libraries have found it necessary to place in the assigned reading room certain current magazines to which references are made by instructors. In general, browsing by students and the habit of examining periodicals for articles of special interest will be encouraged by keeping the magazines on open shelves.

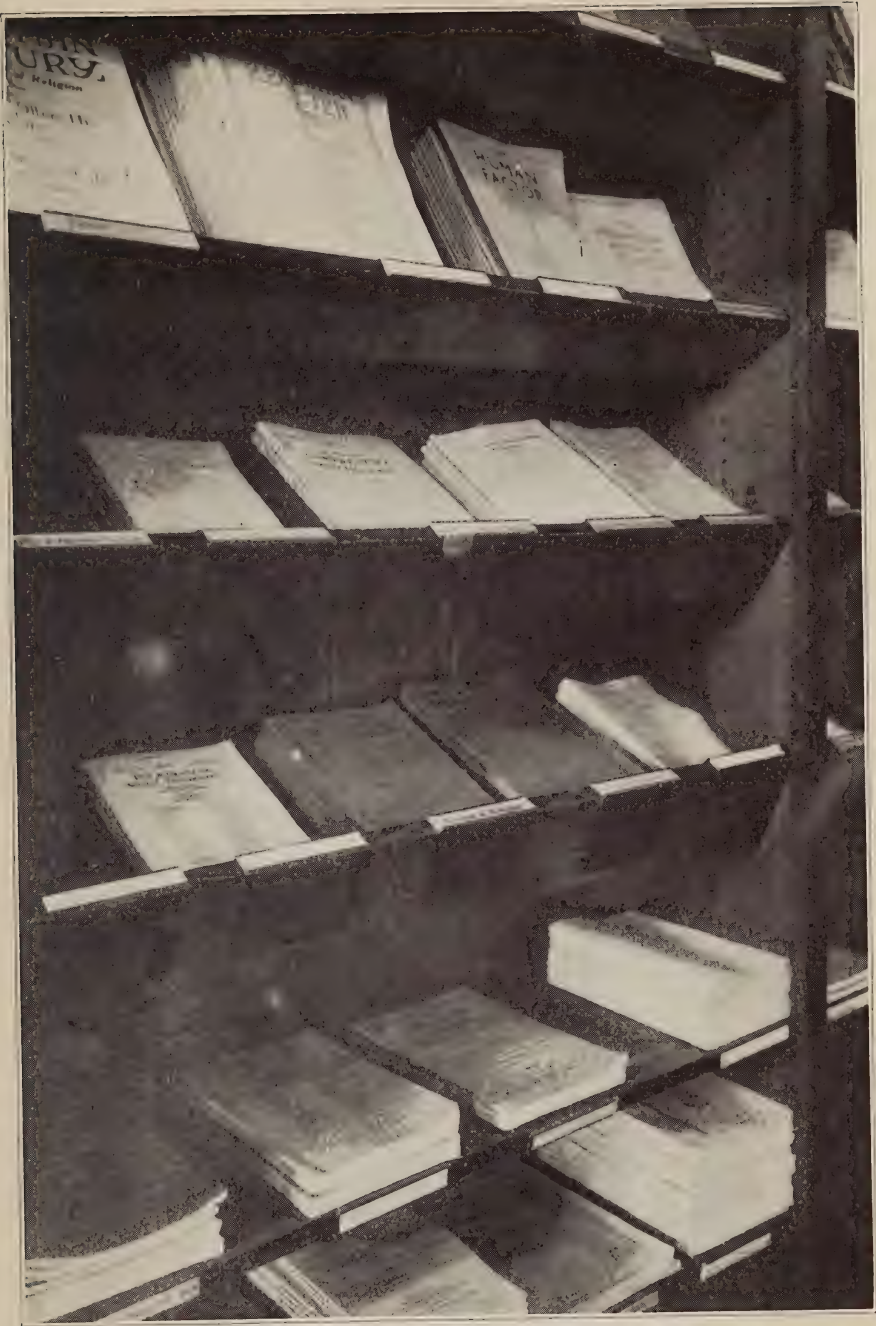
In some libraries special shelving has been designed to permit the rapid examination of magazines. A type which has come into considerable use has sloping shelves which permit the cover of each magazine to lie almost perpendicular to the line of vision. If, as is often the case, the contents are listed on the outside cover of the magazine, sloping shelves permit the reading of the table of contents without removing the magazine from the shelves and facilitate the rapid examination of a large number of periodicals. The shelves are so fashioned that at least six numbers of a magazine can be kept in one pile. This form of shelving appears to have been first used to any considerable extent at Johns Hopkins University. A section of the shelving is illustrated here.

The arrangement at the University of Michigan Library consists of closed cubby-holes in which current issues are kept. The advantages of the Michigan arrangement are that it permits more titles to be shelved in the periodical room and that the magazines are kept free from dust. The disadvantage is that readers by casual examination of the shelves cannot see what magazines in any special field are taken by the library, nor can they ascertain the contents without removing the magazines from their compartments.

In nearly all of the larger libraries many current periodicals in special fields are placed in departmental libraries. In some cases duplicate copies are ordered for the central library. Current numbers of some research magazines, especially those in foreign languages, are often kept in the stacks with the bound volumes.

Arrangement of Periodicals

A common arrangement is under broad subjects, such as Business, Economics, Sociology, History, etc. This arrangement permits readers to see what magazines are available on any subject. In many college libraries the subject arrangement, with some exceptions, cor-



Periodical Shelving

responds to the arrangement of courses by departments as given in the college catalog, and does not follow the classification scheme of the library. For instance, periodicals on English language and literature (which in the D. C. classification are widely separated) are shelved together under the heading "English."

A second arrangement is by classification numbers. This presents some difficulties. Most classification systems do not agree with the arrangement of subjects of instruction as listed in the college catalog. Furthermore, the use of periodicals in college libraries to a certain extent cuts across the arrangement in any classification system.

A third arrangement used in the smaller libraries is alphabetical by titles. This method permits a patron to find quickly any magazine of which he knows the title. It does not show what magazines on a given subject are taken by the library. This arrangement is more suitable for the small college library which subscribes to only a hundred or so periodicals than it is for a large institution.

The attendant should examine the shelves at stated intervals, certainly not less than once a day in a much-used room, to see that the periodicals are kept in order, with the latest numbers on top of the various piles. Attention must also be given to the reshelving of magazines, which should be done in the larger libraries at least once an hour. All of us have had the experience of wandering from table to table trying to find a magazine which may not be in use but has not yet been reshelved.

A few libraries keep a "visible index" record of periodicals currently received. The index is arranged alphabetically by title and enables a patron, without consulting an assistant, to ascertain whether a particular magazine is being received by the library. After this index is once prepared, the cost of maintenance is small.¹

Loan of Periodicals for Home Use

Many patrons desire to withdraw magazines for home use. Obviously there should be no fixed rule for all magazines. The decision should be based on the extent to which the withdrawal of the magazine will interfere with its use by others. Some libraries duplicate such magazines as *Harper's*, *Scribner's*, *Atlantic*, etc., sometimes taking eight to ten copies of each, and allowing all but one copy to

¹The visible index for current periodicals is the same form of index as that suggested for bound volumes in Chapter V, p. 73. The purposes of the two indexes are quite different. The first shows what periodicals are currently received in the library; the second, the complete periodical holdings.

be withdrawn for a limited time (three or four days) for home use. These magazines are not expensive; there is practically no cost for cataloging; and they can be discarded when their temporary use is ended. It is not feasible, however, to duplicate a research magazine which costs \$100 a year.

The research magazines in foreign languages are not used to the same extent as those in English, nor can they be read so rapidly. Ordinarily, such magazines can be withdrawn without inconvenience to others. Some libraries have a list of faculty members to whom certain research magazines, chiefly in foreign languages, are forwarded as received, each reader being allowed to keep an issue for one week. This service, which is greatly appreciated, could be extended to include copies of research magazines published in English, if funds permitted duplication. In one college, members of various departments have clubbed together and donated to the library funds for duplicate copies of research periodicals in the English language, which may circulate among the members of the department. The library handles the subscriptions as it does those paid from college funds. In many libraries the latest numbers of certain research periodicals, as the *Journal of Pathology*, are retained in the periodical room, but the next to the latest are allowed to circulate and are forwarded to certain faculty members as requested.

Note should be made on the periodical checklist stating whether a magazine is available for loan or not. The note may take any one of the following forms: "No issues circulate"; "All issues circulate"; "All issues except the latest circulate." The decision would vary in different libraries and should be revised from time to time. A magazine not in great demand one year may be much called for the next. An inflexible rule that no unbound copy of any magazine can be lent, or that all magazines can be lent, is not conducive to good service.

Reference Work in Periodical Room

Generally in college libraries, as distinguished from many public libraries, the bound volumes of periodicals are not kept in the periodical room. Bound periodicals are used greatly in connection with books. Their segregation in a stack in the periodical room would separate the periodicals on a certain subject from the books on the same subject. Since in most college libraries only current issues are kept in the periodical room, the reference work which is done by the assistant in charge is strictly limited to material which is known to be in periodicals published within the year. Work of

this nature must be carefully correlated with the work of the reference librarian, and all inquiries which cannot be fully answered at the periodical desk should be referred to the reference librarian. It may be desirable to have a few bibliographic tools in the periodical room, such as current numbers of the *Readers' Guide*, the *Reader's Digest*, *Education Index*, *New York Times Index*, *Public Affairs Information Service*, and possibly the *World almanac*.

If the periodical room is located near the reference room, the use of current periodicals to satisfy reference inquiries will be facilitated.

Periodicals and Newspapers for General Reading

Periodicals for general reading have received more attention than any other matter connected with periodicals. F. K. Walter, in an excellent revision of an already very satisfactory handbook on *Periodicals for the small library*, states the following conditions which should be met in so far as the periodical for general reading is concerned:

- (a) "It should be one the users of the library will read."
- (b) "It should be the best of its kind the users of the library will read."
- (c) "It should definitely meet some intellectual, social or industrial need of its community. This involves study of the tastes and needs of the readers."
- (d) "It should not offend needlessly any considerable part of the community because of poor taste, dubious moral tone, unfairness or partisanship."
- (e) "As far as practicable, each periodical taken should be of more than merely temporary use for reading or reference."
- (f) "Each periodical should supplement others of similar scope or character on the library's subscription list and not substantially duplicate others already on the list."
- (g) "No periodical should cost more for its subscription and suitable preservation than the library can reasonably afford. The amount of use, not the initial cost, should be the determining feature. Any unused periodical is an extravagance in a small library. A five dollar periodical for which there is considerable demand is more economical than a dollar magazine which lies on the shelves unused."²

Although these recommendations are intended for small libraries, they also have significance even for the largest university library. Any library can afford to study "the tastes and needs of the readers."

² Walter, F. K. *Periodicals for the small library*. 6th ed. p. 3-4. A. L. A. 1932.

The question of binders for magazines is not so important for college libraries as it is for public libraries. The subject is well covered in Mr. Walter's pamphlet.

In the college library current newspapers are sometimes kept in the periodical room. If the library is binding any files of newspapers it will usually be necessary to subscribe to duplicate copies. Newspapers in the periodical room generally include the nationally known newspapers as well as those from the home cities of the larger groups of students.

Need of Studies of the Use of Periodicals

It is unfortunate that more attention has not been paid to periodicals called for but not available, and periodicals which are available but not used. One librarian requires a daily report of magazines which are called for and not in the library. Although many of these requests are trivial—for *Ballyhoo*, *College Humor*, etc.—nevertheless there are some requests which should be heeded. In a study of periodicals, Pearl H. Clark stated that she hoped to obtain data concerning the number of periodicals called for and the number not delivered. Librarians replied that to obtain these figures would entail too heavy a burden on the already overloaded circulation department.³ Mrs. Clark was too tactful to add that information of this sort is not only very badly needed but that the cost of obtaining definite statistics of the use of periodicals might be more than repaid by the greater effectiveness of the service and by savings in cancellation of subscriptions to general magazines seldom used.

One periodical assistant, in attempting to answer an impatient librarian who wanted to reduce the large amount spent for periodicals, removed a number of periodicals from the open shelves in order to determine whether they would be missed. The calls for these periodicals in the next two weeks indicated that some of them were in considerable demand and could not be spared.

Careful watching of the use of current periodicals will enable the librarian to judge whether a particular magazine should be bound and permanently preserved or not. Periodicals frequently change in scope and value. Libraries, with little regard for the changing scope of periodicals, often continue binding simply because previous volumes have been bound. The converse also holds true. Fifteen years ago *Q S T* was not regarded by some physicists as worth pres-

³ Clark, P. H. The problem presented by periodicals in college and university libraries. p. 3. University of Chicago. 1930.

ervation. At present it has become extremely valuable for research in radio engineering.

Continuing studies of the use of periodicals, with a consequent annual revision of the subscription and binding lists, are essential both to satisfactory service and to economical administration.

SUMMARY

1. The objectives of the periodical room are (a) to provide for the quick and easy examination of current magazines and (b) to advise readers in their use.

2. Current periodicals are most useful if kept on open shelves.

3. Arrangement of periodicals under broad classifications is preferable to arrangement by classification number. Alphabetical arrangement by titles is sometimes used.

4. Considerable latitude in rules for lending of current numbers of magazines contributes to their usefulness. Inflexible rules are to be avoided.

5. Periodicals for general reading should conform to the broad principles laid down by F. K. Walter.

6. Supervision of the periodical room requires broad knowledge, adaptability, judgment, and interest in people.

7. The service of the periodical room can be much improved by studies of readers' actual needs and the success of the library in filling them.

SUGGESTED READINGS

Andrews, B. R. The economic status of scientific men and women. *Science*, n.s. 70:20-21. 1929.

Includes a plea for more extensive reading of periodicals by instructors and for more subscriptions by libraries.

Clark, P. H. The problem presented by periodicals in college and university libraries. University of Chicago. 1930.

Clark, R. The periodical reading of teachers-to-be. *School and Society* 30:773-75. 1929.

"It seems a pity that teachers are not greater readers."

Gray, W. S., and Munroe, Ruth. The reading interests and habits of adults. p. 74-76. Macmillan. 1929.

St. John, J. L. A use of journals by research men. *Science*, n.s. 70:309. 1929.

Ulrich, C. F. The future of periodical work in libraries. *Library Journal* 51:1119-21. 1926.

Walter, F. K. Periodicals for the small library. 6th ed. A. L. A. 1932.

Warner, F. and Brown, C. H. College libraries in the depression. *A. L. A. Bulletin* 26:74-78. 1932.

There is a statement on page 76 of the advantages which were obtained from a study of calls for periodicals.

B. DEPARTMENTAL LIBRARIES

In order to make the use of books more effective in instruction and research, departmental libraries have been established. The term "departmental libraries" is used in this discussion to include all libraries situated outside the central library building. In some cases libraries are truly departmental, as for Chemistry, Physics, etc. In others, they are sub-departmental, as for Organic chemistry. In still other cases several departments have a division or group library, such as the Biological library of the University of California. The general question of the advantages or disadvantages of decentralized book collections involves many considerations which are beyond the scope of this book. It is desirable, however, to consider how the use of books in a system in which departmental libraries exist can be made most effective.

Administration

In general intention, departmental libraries correspond to branches of public libraries. The object is to place books where they will be most used and to conserve the time of readers. The parallel between departmental libraries in a university and branches of public libraries ceases with a statement of this intention. In public libraries, branches are under the supervision of the chief librarian. The children's work in branch libraries is supervised by a superintendent of children's work. The cataloging records all agree. In universities, departmental libraries are often independent, although most investigators agree that centralized administration is desirable.⁴ No matter what may be the distribution of books, the administration of departmental libraries should be centralized. Nevertheless, in many, or most, universities the administration is decentralized; departmental libraries are administered practically as independent units; in some cases they are nominally, but not actually, under the control of the central library.

Interrelations of Central and Departmental Libraries

It is not conducive to the easy use of books for students to have to accustom themselves to one system of classification in one library,

⁴ Judd, C. H. Institutions of higher education in West Virginia. West Virginia. Dept. of free schools. Survey of education in West Virginia, v.4:91-92. Charleston. 1928.

U. S. Office of education. Survey of land-grant colleges and universities. Bulletin 1930, no. 9; v.1:673-78. 1930.

Works, G. A. College and university library problems. p. 63-79. A. L. A. 1927.

to another in a second, and to still another in a third. It does not conduce to satisfactory service if the loan privileges vary in different libraries on a campus; or if books in departmental libraries are not freely and quickly available to all instructors and students who may need them. It ought not to be necessary to compel a patron to go from one building to another in search of three or four books. He should be informed of the exact location of the books he desires and the books should even be collected for him.

The work of the assistants in departmental libraries, in so far as service to readers is concerned, must be coordinated closely with the work of the loan department of the central library. The departmental assistant must be familiar with the charging system used and must conform to it; he must be able to ascertain whether a book called for and not in his library is available elsewhere and if so, where; he must know which inquiries should be referred to the main library. Reference work in departmental libraries can well be supervised by the reference and loan librarians of the central library.

This close interrelationship of libraries on the campus does not always exist. Departmental librarians have been known to write to universities several hundred miles from the campus to borrow volumes of periodicals actually available in the central library of their own university. The cost of this borrowing is not so serious as the delay in supplying a reader with a book he desires.

Qualifications of Assistants

The function of a departmental or divisional library is more than to make publications in a specified field of knowledge easily accessible. A departmental librarian should be able to give expert advice to instructors and students on the use of publications in their fields. He should be able to compile lists on any subject under investigation and to call to the attention of research workers, books and periodical articles on their special projects. Medical and business libraries have developed this form of service extensively. In a few departmental libraries the assistant in charge examines all incoming periodicals and notes articles of special value to research workers. The saving in time for those engaged in research is considerable.

If departmental libraries are to serve fully the needs of patrons, the assistants in charge should possess (a) specialized knowledge of the subject matter in the field covered by the library, (b) ability to read easily several foreign languages, (c) familiarity with the pub-

lications which are or should be in the library, (d) at least a rudimentary knowledge of library organization and methods.

In a few institutions a departmental librarian with the qualifications mentioned above has been able to conduct courses in subject bibliography. An example of such a course is the one on the use of chemical literature at one time conducted by the librarian of the Chemical library at the University of Illinois and required of all juniors in chemistry. The departmental library will fall short of its full possibilities if it is placed under the direction of a clerical worker or even of a librarian without knowledge of the subject matter of the special field. Unless funds are available to obtain such assistants, one of the chief advantages of a departmental system of libraries will be lost.

Duplication of Books

Funds should not be wasted in the purchase of duplicate books and sets of periodicals which will stand unused on the shelves. Unless there is rigid coordination there will be danger of unnecessary duplication. One university with less than 1500 students was taking seven copies of *Biological Abstracts*, most of which were used only on rare occasions. Another library with three times the number of students and with a use far greater in proportion to the enrollment, found the two copies it was taking sufficient.

The distribution of books, if the whole university is to be served, should be of an elastic nature, with continual transfer. If books can be forwarded within a few hours from one library to another, if the telephone is used, if the assistants are alert in supplying every patron with the books he needs, wherever they may be located, much duplication will be eliminated, more funds will be available for the purchase of new titles, and service to patrons will be improved. Nevertheless, some duplication is necessary in larger universities. The decision must be made on the individual merits of the case.

SUMMARY

1. Departmental libraries should be controlled by the central library.
2. The same system of loan records, classification, and cataloging should be used in all libraries on the campus.
3. Patrons should not be sent from one library to another without definite information that the books are "in" and available in the library to which they are referred. Books should be collected for them at their option.
4. Assistants in charge of departmental libraries should have a knowl-

edge both of library methods and of the subject matter of the field covered. They should be able to give expert assistance to faculty and students.

5. In the larger universities some duplication will be necessary. Much of it can be avoided by careful attention to the needs of readers. The telephone and messenger service can be used to reduce duplication.

SUGGESTED READINGS

Considerable material has been published on departmental libraries, most of it concerned with the question of advantages and disadvantages of the system. Reference is made to two reports on departmental libraries at the University of Chicago, the first in 1917 and the second, a tentative report, in 1924. Dean Works discusses the question in his *College and university library problems* and argues strongly for centralized administration. The *Land-grant survey* recommends that "departmental or school libraries be not organized (unless distance renders imperative) where expenditures for library purposes are less than \$100,000 per year."

Chicago. University. Committee appointed in November, 1914, to investigate the relations of departmental libraries in the University of Chicago. Report, edited by J. C. M. Hanson. University of Chicago press. 1917.

Commission on the future policy of the university libraries. Tentative report, January, 1924. University of Chicago press. n.d.

Gerould, J. T. The departmental library. *Library Journal* 26:Conf. no. 46-49. 1901.

Judd, C. H. Institutions of higher education in West Virginia. West Virginia. Dept. of free schools. Survey of education in West Virginia, v.4:91-92. Charleston. 1928.

U. S. Office of education. Survey of land-grant colleges and universities. Bulletin 1930, no. 9; v.1:673-78. 1930.

Works, G. A. College and university library problems. p. 63-79. A. L. A. 1927.

CHAPTER VIII

SERVICE OF THE LOAN DEPARTMENT BEYOND THE LIMITS OF THE DESK

MOST articles on loan service in college libraries have been confined to routine behind desks. The work performed apart from the desks has received very little attention. Yet it may be questioned whether such work, in view of the present development of modern college libraries, should not receive as much emphasis as the routine. Certainly, in some colleges, activities beyond the loan desk have resulted in a very considerable increase in use.

The work which falls to the loan department, in addition to that connected with immediate supply of books desired, may be classified as follows:

- Aid in use of card catalog
- Quick information service
- Telephone service
- Delivery of books over the campus
- Instruction to students on use of library
- Direction of general reading
- Cooperation with instructors and research workers

Aid in Use of Card Catalog

In spite of the attention which has been given to the cataloging of books, the fact remains that to a large proportion of the student body, and even to instructors, the card catalog is a mysterious and to some extent an unusable tool.¹ A casual study indicated that a considerable proportion of readers who are referred to the card catalog either are unable to locate the material needed, or can locate it only after the expenditure of a very considerable amount of time. The entries for government documents especially cause difficulties. For example, publications of the Bureau of Animal Husbandry of the Department of Agriculture of the United States have been looked

¹ Akers, S. G. To what extent do the students of the liberal-arts colleges use the bibliographic items given on the catalogue card? *Library Quarterly* 1:394-408. 1931.

"The student does not know how to use the catalogue."

up by various students under the words Animal; Agriculture; Department, U. S.; U. S. Dept.; U. S. Agriculture, and U. S. Animal husbandry. One student assistant in a theme made the following statement: "To find a book in the catalog you hunt on the shelves until you find the book. Then you go to the shelf list, look under the call number and find the heading under which the book is entered. After the heading is ascertained the title can be located in the card catalog."

There are certain methods which can be employed to give assistance in the use of the catalog. Even in the smallest college library these methods are feasible, although the organization is somewhat different from that of the larger university library.

Quick Information Service

Some libraries have stationed at an information desk near the card catalog, an assistant whose duty it is to aid patrons. Frequently a word of explanation may save a patron 15 or 20 minutes of search, or even prevent his complete failure to find the material he wishes.

For many years large commercial houses have employed with advantage information assistants. There are many reasons why a similar arrangement will be of advantage to library patrons. An assistant, with a desk near the card catalog, is more accessible than the assistants in the reading room and can answer very quickly many inquiries through reference to the *Readers' Guide*, *Granger's Index*, or similar guides. This arrangement will save the time of the reference librarian for more serious reference and research questions, and will make possible quicker service to patrons. Students will be more inclined to make inquiries of an assistant immediately available than of an assistant at the loan or reference desk some distance away. Attendants on duty at the information desk can also serve as readers' advisers. At present, however, it is only the exceptional library which provides any such service.

Because of the increasing emphasis by instructors on the use of books and libraries, not one but several information assistants may be needed in the larger libraries. It is possible that, in institutions with graduate colleges and considerable research programs, the employment of a staff of information assistants will enable the reference librarians to act as "research librarians," a service which is seriously needed.

The assistant at the information desk should be approachable

and should have the ability to ascertain quickly the needs of patrons. He should be able to distinguish between a person in difficulty who needs help and one who desires to look up material for himself; he should show students how to find material, instead of finding it for them. He should see an inquiry through and not be satisfied with telling a student to "look it up" in a certain publication. He must know the library thoroughly and be able to work with other assistants.

In the smaller libraries much of this work is necessarily done by the assistant behind the loan desk. The employment of a student attendant for routine work and filing will enable the loan assistant in small libraries to leave the desk in order to aid patrons. Such assistance is worth far more than the wages paid to the student attendant. However the work may be organized, the desirability of giving a reader aid in the use of the catalog, quick information service, and advice in reading is unquestioned.

Telephone Service

The use of books can be facilitated and the time of readers saved by means of telephone and messenger service. The telephone is used for renewing book charges, for ascertaining whether a certain book is available, for requesting that books be delivered to offices, for quick information service, and for more serious reference inquiries. The assistant at the information desk in the larger library may also serve as telephone assistant, with the telephone located on his desk. This arrangement saves interruption at the loan desk by telephone calls. It is discouraging to a patron at the desk to be compelled to wait while an assistant is attempting to supply information over the telephone.

Delivery of Books Over the Campus

The larger libraries maintain messenger service for the delivery and collection of books. In some libraries delivery is made within an hour when requested, or, if the need is not urgent, later in the day. Books are also collected at various offices to be returned to the library. In universities where books are scattered in departmental libraries, there will be great saving of time if a patron can go to one place and have all the books he needs collected there.

Even in smaller colleges the collection of books in a study room for the use of a patron will be appreciated. A reader leaves at the information desk a note of the subject on which he desires material,

or a list of the publications he needs, and these are collected for him. If charged out to other readers they are recalled, and placed in the study room for his convenience. The same service can be given to students, especially those on debating teams, those working on special problems, and on seminar reports. A number of small rooms in the library, which can be used as study rooms, will be required. In many cases, as this service develops, library rooms used at present as offices for members of the faculty can be utilized for purposes more in keeping with the object for which the library was built.

Instruction to Students on Use of Library

Group instruction on the use of books and libraries is a concern of the loan department. Members of the loan and reference departments, more than assistants in any other department of the library, realize the ignorance of college students in regard to such tools as the card catalog, the most used reference books and periodical indexes. Individual explanations on the use of the card catalog and reference books require a very considerable amount of time. Group instruction should result in an economy of time and should lessen the hesitancy of students in making use of library facilities.

Many students who come to college know little about the use of the library.² Raymond Walkley points out that "Out of 343 freshmen, only 163 claimed any previous acquaintance with either card catalog, Dewey classification or magazine index; . . . only 40 per cent had ever used a library card catalog; less than 15 per cent knew what the Dewey classification meant, and only 20 per cent had used magazine indexes."³

If the library is an important tool in the educational system of our colleges, as has been repeatedly stated by university administrators, then a knowledge of how to use it would seem essential. "Adequate provision for instruction in the use of books as tools should be made just as surely as adequate provision for laboratory work in science, and a sentiment should be aroused among college libraries that will demand the necessary assistants."⁴

In 1916 the Committee on University and College Libraries

² Clatworthy, L. M. A study of what the college student knows of his library. A. L. A. College and reference section. College and reference library yearbook, no. 3:94-99. 1931.

³ Walkley, Raymond. Library instruction for college freshmen. Library Journal 49:775-76. 1924.

⁴ Nat. Educ. Assoc. Addresses and proceedings 54:655-56. 1916. Abstracted in Educational Review 62:383. 1921.

brought before the National Education Association a report recommending:

- (a) That every college and university should give training in the use of books and libraries in classes, including all students.
- (b) That there be a staff adequate to carry on this work.
- (c) That courses be offered on the best books.
- (d) That each college provide its students with handbooks explaining the resources and arrangement of the library.
- (e) That special departments in colleges require the students to prepare bibliographies in proper form.⁵

Notwithstanding this recommendation very few libraries are conducting adequate courses in the use of libraries. Some have not found it possible to give any instruction. Many others give one or two lectures to freshmen, possibly during freshman week or in connection with freshman English. In still other colleges elective courses are given, possibly for as much as three semester hours. In a very few, a certain amount of instruction is required for all students, possibly a total of five or six hours in a quarter or semester. In 1926, replies to a questionnaire disclosed the following information: Of 92 colleges which replied, 46 per cent give library instruction, 25 per cent require the course of all freshmen, 22.5 per cent give credit for the course; 32.5 per cent give instruction through the English department, 25 per cent, during orientation week.⁶ A statement of the instruction given at 33 colleges can be found in the *Survey of libraries in the United States*.⁷

The value of only one or two lectures on the use of the library is questionable. Elective courses, even if more extensive, will not meet the needs as well as courses required of all students. Only those who are interested in books normally elect a library course. Other students, who may need instruction more, will not usually do so. A course of one hour for a quarter, required of all students, is preferable to an elective course of three hours. Both may be desirable, however.

In some colleges instruction in the use of the library is given during the course in freshman English. There is not much objection to such an arrangement if the instruction is given by members of the library staff, preferably by members of the loan department. There is more objection if the instruction is given by members of the Eng-

⁵ Ibid.

⁶ English, A. J. How shall we instruct the college freshman in the use of the library? *School and Society* 24:779-85. 1926.

⁷ 2:193-200. A. L. A. 1926.

lish department. Librarians are most familiar with the difficulties encountered by students in their use of the library; they are more familiar with the books most used. Instruction by members of any other department will tend to overemphasize the use of books in one field of knowledge and to minimize the use of those in other fields.

The lecture method is not generally regarded at present as the most desirable means of instruction for undergraduates, and is usually not so productive of results as discussions or laboratories. Probably the most satisfactory method is a combination of laboratory work and discussions. A group of not over 30 or 35 students meeting for one hour a week for a quarter, or even for one hour a week for six weeks, is assigned problems in the use of the catalog, individual books, indexes, encyclopedias, dictionaries, and other general reference books.

Some college libraries object to courses on the use of the library on account of the great amount of time required to give the instruction. If the library is much used the amount of time demanded for group instruction may be less than that for instruction of individuals. It is illogical to proclaim that the library is the center of the intellectual life of the college, and yet to state that the college cannot afford to give instruction in its use. If such instruction is desirable, then there should be provided competent instructors. The often repeated statement by librarians that there is no one available to give library courses may serve as an excuse for the library; it does not justify the failure of the institution to provide for adequate instruction. Lack of competent instructors is not a valid reason for failure of any department in a college to give needed courses. The remedy is to obtain the necessary instructors.

Failure to give adequate instruction may have been due (a) to an overemphasis by librarians on the amount of instruction needed; (b) to the difficulty of fitting into a curriculum short courses or courses of one hour a week for a quarter or semester. It is not easy to persuade administrative officers that freshmen need library instruction for three hours a week for a semester.

The attempt to include library instruction in freshman English is a result of the difficulty of inaugurating short courses. Naturally, English departments feel that the hours assigned to instruction in freshman English are needed exclusively for that purpose.

Another solution is possible in many colleges. Freshman orientation courses are being organized. They often extend over the entire year and carry credit of not less than two semester hours. It may

be feasible to include in such courses six or eight periods of library instruction. The advantage of such an arrangement is that (a) the library instruction can be adapted to the major fields of the student; (b) credit can be allowed; (c) laboratory methods can be used.

The following requirements for adequate instruction are suggested:

- (a) The instructor should be specially selected for this duty. He should be relieved of at least three hours of other duties for every hour of teaching. He should also be released from all other duties for a few weeks before the opening of college in order to prepare for the course. He should have had experience in the loan or reference department as well as in teaching.
- (b) The course should carry credit, possibly as a part of some other course, and should include a minimum of 6 or 8 hours of instruction, not over one week apart.
- (c) The laboratory and discussion methods of instruction should be used. Sections should consist of not over 30 students. Duplicate copies of reference books should be available.

There are many handbooks available for library instruction. A short list is appended to this chapter.

Bibliographic courses for graduate students and upperclassmen are offered by a few universities. These courses are sometimes given by members of instructional departments, sometimes by the librarian or reference librarian. The loan librarian is interested in such courses as they have a decided influence on the use of books by graduate students. Instruction of graduate students in bibliography is not, however, a function of the loan department. It is more properly that of the chief librarian or reference librarian.

Direction of General Reading

There is more published and less actually known on the reading of college students than on almost any other subject connected with college libraries. It is reasonably clear from studies⁸ already made that many students do little reading because they do not know how to read.

Various methods, the efficiency of which remains to be proved, have been used to encourage general reading. Those most commonly employed are as follows:

- (a) Lists of books
- (b) Display of recent publications
- (c) Browsing rooms, and other arrangements

⁸ A few studies and tests are discussed in Chapter IX.

- (d) Book talks
- (e) Book clubs
- (f) Other forms of publicity

(a) *Lists of books.* The college library has a distinct clientele. College students and most faculty members visit the library several times a week. They had rather examine books than lists. Lists, desirable as they are in some cases, are poor substitutes for the books themselves. One library changed its policy from the issuance of lists of new books to the display of the books. The reservations were thirty times as great as they had been when lists were mailed to faculty members and posted on the bulletin board. Lists undoubtedly have value, but should not be allowed to replace other and better means of stimulating reading.

(b) *Display of recent publications.* Some libraries place on display at the loan desk for one week all books recently received. Students and faculty are allowed to sign for these books and waiting lists are maintained. The objection to this system is that it requires considerable time to send out waiting list notices and to recall waiting list books when the time limit has expired. Nevertheless, the privilege is greatly appreciated by faculty and students. A few libraries place such a collection in the stacks, where the books are available only to members of the faculty; this method seems to partake of favoritism in rendering a service to the faculty at the expense of students. The examination of new books on display has proved in some cases to be a very decided incentive to students' reading.

Current periodicals offer an attractive means of encouraging the general reading of students. Some of the smaller college libraries keep on a table, for three or four days, current issues of magazines of general interest. This practice gives opportunity for the examination of copies of popular magazines as they are received. Many libraries post on the bulletin board a list of the leading articles in various magazines, either compiling their own list or using one of those issued by magazine agencies.

(c) *Browsing rooms.* Several libraries maintain what are popularly known as browsing rooms. These rooms contain collections of books for general reading. In principle, it would seem that this arrangement, which offers opportunity for examination of a considerable number of books, should prove successful. Practically, many of these rooms do not appear to be much used. Dr. Randall states, "The success of these rooms is doubtful. . . . A consideration of such of

these rooms as were found in the colleges in this group has shown that they are patronized not by the student body as a whole but by a small group. Further study may show that the members of this group would read under any circumstances. If this proves to be the case, it is evident that the 'browsing room' is in no sense a cause of reading."⁹

The browsing room may be justified as a convenience for readers even if it does not increase reading. Possibly a smaller collection of books than is usually found in the browsing room may be more effective in the promotion of general reading. Students, especially those not familiar with the use of libraries, may be somewhat overawed and bewildered by a large collection. In one library students had access to a fiction collection of possibly 10,000 volumes. It was not greatly used. Later, fiction shelves were closed, but a special collection of five or six hundred novels was moved to open shelves in the delivery room. The circulation of fiction increased in a very short time to three times its former figure.

If browsing rooms are to be used, books in them should be allowed to circulate. The memorial character of many browsing rooms, with restrictions on the loan of books for home reading, may account for the limited use. It is the belief of the writers that in many libraries individual volumes selected for general reading and shelved in the delivery room will be used more than a collection of "complete works" shelved in a separate room. The advantage of shelving books in the delivery room is that practically all students in college are using the delivery room almost daily and naturally have their attention attracted to the books. The collections should be changed every few weeks. One library tried the experiment of placing some books in a case labelled, "Good biography," others in a case labelled, "Good poetry," etc. The first few weeks these books were borrowed in large numbers. After the collection had been left unchanged for some months the interest died down.

This method of shelving books in the delivery room was urged strongly at the New Orleans meeting of the American Library Association by Harriet R. Forbes of Teachers College Library. "Let a corner of the main desk of the library, or a nearby table or book-rack, be reserved for special collections of attractive and interesting titles on definite subjects. An arresting sign or a tastefully arranged bulletin board will serve to indicate the nature of each exhibit. The prominence given to the display and the fact that it is near by for

⁹ Randall, W. M. The college library. p.45. A. L. A. and Univ. of Chic. 1932.

browsing while the student is waiting for service at the desk will bring the books to his attention."¹⁰

The books displayed must be those which will interest students. Dr. Randall states: "The weakness of college libraries at the present time, so far as this question of voluntary reading is concerned, is that they contain too few books . . . dealing with subjects in which the average college student is interested."¹¹

It is possible that the comparatively limited use of browsing rooms in some libraries may be due to the poor choice of books. The experiment of what is practically a browsing room in the College Residence Halls for men at the University of Chicago will bear watching.

(d) *Book talks*. In some eastern colleges advantage has been taken of the proximity of cultural centers to invite authors to discuss books. In many institutions members of the faculty have given book talks, not only at the library, but in fraternities and dormitories.

Lectures on general subjects may have increased slightly the use of books. It must be admitted, however, that the immediate results of book talks and lectures, in so far as the use of books is concerned, have been small in some reported cases. Examination of the loan records of books mentioned in talks by Powys, Sandburg, Walpole, Frost, and others has shown that the books referred to by the speakers were borrowed only to a limited extent from the library. These facts are not an argument against lectures and book talks. Book talks should be encouraged by the library, since they familiarize students with books and may increase their reading later.

(e) *Book clubs*. A few college libraries have organized book clubs or duplicate pay collections in order to increase the supply of available new books. Books from the duplicate pay collection can usually be borrowed at a certain charge per loan; books from the book clubs are lent to members, who pay an annual fee. A duplicate pay collection of new books may be especially desirable when there is no commercial loan library in the neighborhood. The principle has been long adopted by many public libraries; there seems to be no good reason why it cannot be extended generally to college libraries, where the collection might well include not only new books but also texts and books for assigned reading. The fees charged vary considerably, depending upon the type of books lent and the duration of the loan.

¹⁰ Forbes, H. R. The circulation department and student reading. A. L. A. Bulletin 26:551-52. 1932.

¹¹ Randall, W. M. The college library. p. 120. A. L. A. and Univ. of Chic. 1932.

(f) *Other forms of publicity.* Especially in libraries, the slogan holds that "The best publicity is good service." This statement applies particularly to the college library since most students and instructors come to the library frequently. The recommendations under "Direction of general reading" may be considered part of an indirect publicity program. In a college library too much newspaper publicity may be a disadvantage, especially if members of the library staff are mentioned too often by name.

Library publicity, according to C. F. Gosnell,¹² should serve two purposes: to extend the service of the library, and to extend its abilities to serve. The latter is the more important for college libraries. Such publicity is a duty of the chief librarian rather than of the loan department. The loan department can assist the librarian by reporting limitations in library service, resulting from inadequate support. These reports will include statements concerning insufficient books to meet calls, insufficient staff, insufficient aid to students in the use of the catalog, too great a rush at certain times on account of the limited number of hours the library is open, lack of funds for delivery of books on the campus and, finally, delay at the loan desk because of scarcity of assistants. The librarian should make these reports known to members of the faculty and administrative officers of the college. Certainly members of a college faculty interested in good instruction should understand clearly the hindrances to the use of books caused by inadequate support.

Cooperation with Instructors and Research Workers

Most students come to the library because of faculty guidance and direction. The loan department should be so administered that the contacts of the library with students will support the work of the instructors to the greatest degree possible.

The loan librarian can (a) call the attention of the instructor to recent publications received in his field and to publications on the use of books in instructional work; (b) discuss with him any difficulty his students may have in working out assignments; (c) encourage him to suggest general reading to his students; and (d) discuss mutual problems at various meetings of instructors.

(a) *Notification of recent publications.* Members of the faculty are always interested in new books in their fields. The display of publications recently received will be of even more value to faculty members than to students. The following objections to this practice

¹² Gosnell, C. F. Publicity in college libraries. *Library Journal* 57:170-71. 1932.

were made by one librarian: "It will create too great a demand. Instructors, if given an opportunity to examine new books, will want duplicate copies. There will be too much conflict between various members of the faculty who desire the new books." These assertions present arguments in favor of the practice rather than objections to it. Any method that will increase the use of books, new or old, contributes to the purpose for which the library exists. No other step will so increase cordial relations between faculty and the library as notification of the receipt of new publications. The loan or reference librarian should watch the accessions and note any books that will be of special interest to individual members of the faculty.

Suggestions can frequently be passed on to instructors, as noted in Chapter VI, regarding the best methods of making assignments. In addition there is a considerable body of literature on the use of books in special fields. Some of this material may be of value to instructors in other fields; for example, a method used by one English instructor in encouraging the written review of books by students proved of assistance not only to other English instructors, but also to members of the department of journalism. As a result, so many students were sent to the library for new books for review that it was necessary to limit loans to three days.

(b) *Discussion of difficulties of students.* Instructors are often not in a position to appreciate the difficulties of their students in completing assignments. One large class in Engineering management had great difficulty in finding desired material in the hundreds of books on the lists given out by their instructor. After some delay, a conference between the instructor and the librarian disclosed the fact that the topics assigned could be adequately investigated only by means of periodical indexes not on the instructor's list. In a repetition of the course in a subsequent quarter the difficulties were remedied. Similar cases frequently occur.

(c) *Faculty recommendations of books to students.* Much more encouragement to student reading will result from the recommendations of faculty members than from newspaper publicity, lists, or almost any other means. Instructors have many opportunities to emphasize the use of books, for both general and assigned reading.

Many instructors fail to understand the advantage to their students of a wider use of books. Calculus seems to be a subject which requires the use of a textbook exclusively. In one such course much better results were obtained when students were given readings on

the historical background, the relations of calculus to engineering, and its importance in solving engineering problems. One student who found difficulty in following the lecture of a not too able instructor, and who also found the assigned textbook rather difficult, was able to pass the course with high honors by the use of a variety of other textbooks borrowed from the library.

Recommendations of books for general reading depend upon the instructor's own interest in reading. This should be awakened and encouraged to the utmost.

(d) *Discussion at meetings of instructors.* Some librarians have been making use of departmental and faculty meetings to discuss the various relationships of the library to the instructional work of the college. Small group discussions are more productive of results than larger meetings and more profitable than individual debates. Explanations of the hindrances to good library service resulting from such matters as failure to notify the library of book assignments to students and unnecessary retention of books by faculty, may result in much better understanding. In one library an acrimonious argument by a professor of chemistry on the best time to send current periodicals to the bindery resulted in the calling of a staff meeting of the department. So many points of view were presented that the department finally voted unanimously to leave the question to the judgment of the librarian. The members of the department finally understood the difficulties, which the librarian had not been able to make clear by individual discussion.

The loan librarian can also assist instructors by explaining to them the various methods used by the library in making books available for students; as, for example, the open reserve, the three-day reserve (books circulating for a three-day period), the collection of material in a study room for a limited number of students, the use of periodicals in connection with the assigned reading room, the possibility of multigraphing, mimeographing and photostating, and the temporary location in the reading room of sets of certain periodicals much in demand. Curt refusal of a request to allow a class of 50 sophomores to use the stacks will not encourage an instructor to refer students to the library. Explanation of the reason and an offer to place on open shelves in the reading room the sets which the students are required to examine will solve the problem.

In many institutions the designation of a member of the library staff to serve as an intermediary between the library and the faculty

has had excellent results. The librarian himself may act in this capacity. Members of the faculty prefer to deal directly with one individual rather than to be compelled to address communications to the library impersonally. One advantage of the departmental library system is that it provides an intermediary between the library and the department—the departmental librarian.

SUMMARY

1. The college library should be able to give students assistance in use of the card catalog. In the larger university libraries an information assistant, who can also give quick information service and advice on reading, should be stationed at the card catalog.
2. Messenger and telephone service are desirable.
3. A limited course of instruction on the use of books and libraries should be required of all freshmen.
4. General reading should be encouraged
 - (a) by display of books for general reading in the delivery room,
 - (b) by display of new accessions, with provision for waiting lists,
 - (c) possibly by a browsing room and a limited number of book lists,
 - (d) by book talks,
 - (e) by faculty recommendations.
5. The loan department should be so administered as to support the work of faculty members to the greatest extent possible.
6. Publicity is valuable primarily as a means of increasing the ability of the library to serve.

SUGGESTED READINGS

There is little material published on the subjects of readers' assistants in college libraries, telephone and delivery service, publicity in college libraries, and relations between instructors and members of the library staff in the promotion of the use of the library.

The following references on the subjects covered in this chapter seem worthy of citation:

NEED OF LIBRARY INSTRUCTION

- Clatworthy, L. M. A study of what the college student knows of his library. A. L. A. College and reference section. College and reference library yearbook, no. 3:94-99. 1931.
- Walkley, Raymond. Library instruction for college freshmen. Library Journal 49:775-77. 1924.

LIBRARY INSTRUCTION

- American Library Association. Education committee. Outline course with problems on the use of the college or university library. School library yearbook, no. 1:99-122. 1927.
- Recommends laboratory course.

- *Brown, Zaidee. The library key. H. W. Wilson Co. 1929.
- English, A. J. How shall we instruct the college freshman in the use of the library? *School and Society* 24:779-85. 1926.
- *Fay, L. E., and Eaton, A. T. Instruction in the use of books and libraries. Faxon. 1928.
Especially adapted for normal colleges; thorough and extensive.
- *Headley, L. A. Making the most of books. A. L. A. 1932.
Excellent for a semester course or for assigned reading.
- *Hutchins, Margaret, and others. Guide to the use of libraries. Abridged edition. H. W. Wilson Co. 1928.
If a semester course can be given the complete edition of this book is to be preferred.
- *Ingles, May, and McCague, Anna. Teaching the use of books and libraries. H. W. Wilson Co. 1930.
"The problem project method." p. 15-16.
- *Schmidt, E. F., and Bryhan, L. G. A laboratory course in library science instruction. Wauwatosa, Wis., Kenyon press. 1927.
- *Scripture, Elizabeth, and Greer, M. R. Find it yourself. H. W. Wilson Co. 1927.

READING OF STUDENTS

(Books on reading ability and reading tests are cited in Chapter IX)

- American Association of University Professors. Committee on methods of increasing the intellectual interest . . . of undergraduates. General reading for undergraduates. American Association of University Professors. Bulletin 10:480-92. 1924. (Bibliography: p. 480-82.)
- Bloom, Margaret. What college students read. *School and Society* 31:848-50. 1930.
- Forbes, H. R. The circulation department and student reading. A. L. A. Bulletin 26:551-52. 1932.
- Graves, C. E. Recreational reading for college students. *Libraries* 31:425-30. 1926.
- Pisek, F. P. The reading habits of the college girl. *Review of Reviews* 73:171-74. 1926.

PUBLICITY

- Gosnell, C. F. Publicity in college libraries. *Library Journal* 57:170-71. 1932.

RENTAL COLLECTIONS OF RECENT PUBLICATIONS

- Edwards, Ward. A rental collection in a college library. *Library Journal* 52:199. 1927.
The rental collection attempts to supply material otherwise lacking.
- Falley, E. W. A college library's three-cent shelf. *Library Journal* 54:307-08. 1929.

* indicates textbook. Some of the textbooks mentioned are intended primarily for high schools but may well be considered in planning a course for college freshmen.

CHAPTER IX

TESTS AND STUDIES OF LIBRARY SERVICE

SO FAR no technique has been developed for judging accurately the quality of service in college libraries. Most discussions on good and poor libraries are matters of personal opinion, and concern the book collections rather than the service. A vast majority of articles on college libraries approach the subject from the standpoint of those who work in libraries. One of the first publications written from the reader's viewpoint was George A. Works' *College and university library problems*. Some of the methods recommended below are suggested in his book.

The opinion has been expressed by one educator that objective measurement of the efficiency of library service is not possible. In spite of this assertion some objective studies have been made and others are possible. The following appear most desirable.

(a) *Record of books called for and not supplied*. This study has been mentioned under the discussion of the loan department. Little additional work is required to keep a record for a certain period of the number of books called for but not supplied, and the reasons for failure. The University of Michigan Library has kept such a record for some years. "The annual test week to determine the percentage of books delivered to readers took place this year at the busiest season of the year, January 13 to 19. During the week 5,606 books were asked for at the Corridor Desk on the second floor. Of these, 3,749, or 66.8 per cent, were delivered to the readers at once, and for 1,539, or 27.4 per cent, a report was given the inquirer definitely locating the book. Thus all but 311, or 5.5 per cent, of the books asked for were either handed to the reader or a definite statement given him of where the books could be found."¹

A similar record can be kept in the periodical and assigned reading rooms. It is also possible to keep an account of the time required to fill requests at the loan desk. The John Crerar Library has kept such a record for 30 years. Many libraries use the back of the call slip for stamping the time of request and delivery. The

¹ Michigan. University. The president's report for 1930-31. p. 245.

form used for this purpose in the survey of land-grant colleges is reproduced below. The check was made for a week or two during the college year, a separate slip being used for each request.

LAND-GRANT COLLEGE SURVEY - LIBRARY LOAN DESK CHECK	
.....	(A) Book supplied
.....	(B) Book not supplied because
.....	(a) Charged out
.....	(b) Missing. No record.
.....	(c) Missing. Previously reported lost.
.....	(d) In other library on campus.
.....	(e) On reserve
.....	(f) On open shelves
.....	(g) At bindery
.....	(h) Wrong call number
.....	(i) Other reason
..... (Specify)	
Time slip given in	
Time book was supplied or information given	

The loan librarian will study the result of the check carefully. Some of the failures can be remedied. If needs are urgent, books lent to readers or at the bindery can be recalled, especially those lent to professors for a period longer than two weeks. A large number of calls for a single book may indicate that the volume should be in the assigned reading room where it would be available to all, or that it should be duplicated. Titles of books called for and not

in the library should be reported to the librarian. If the books are ordered but not yet received, they should also be reported, in the hope that delivery can be hastened. Delay in the cataloging department must not be allowed to interfere with the use of books. The cataloging department, if notified, should rush through within a day a book in process. If a large proportion of books called for are at the bindery, an investigation of the possibility of more speed in binding may be indicated. If inability to locate books in the stacks is responsible for failure to supply any considerable number, then the question of shelving should be investigated. Possibly a more frequent reading of the shelves might be desirable.

(b) *The personal interview test.* Reading interests as well as general impressions of library service can be ascertained by means of personal interviews. Psychologists are coming more and more to the use of the personal interview in preference to the questionnaire. The results will be more accurate if the interviews are conducted by someone who is not on the library staff; a class in advanced psychology might well undertake such a study. Care should be taken to make the questions definite and the answers as objective as possible. For example, a list of titles of books and magazine articles actually read by a student during the preceding month might be more significant than his estimate of the amount of time he spent in reading, or the type of books he preferred to read. The first question is objective; the second and third may involve personal and rather vague impressions. The test should be taken in connection with some courses of instruction and not in the library building.

The personal interview can also be used to ascertain the purpose for which each student came to the library and whether he obtained what he wanted or not. Road commissioners have used a traffic desk to study the use of the highways. It is feasible in most libraries to place a traffic desk, with some assistants, at the exit of the library during a limited test period. The exact questions should be written out in advance. The results of the test should show the purposes for which students come to the library, the percentage of those who do not find what they need, and the reason for the failures. Such a study, conducted for even one or two days a year, would give us some facts which we do not possess at present. The following questions were used in one such study. The blanks were filled out by instructors, who, so far as possible, interviewed every patron leaving the library. The average time required for each interview was less than one minute.

Date _____

Hour _____

SURVEY OF LIBRARY USE

A. Reason for coming to the Library: (Check items which apply)

1. a. To do assigned reading _____:

Books _____

Periodicals _____

b. What instructor made the assignment and for what course? _____

2. a. To look up a problem, or books for class work. Check where.

(1) Loan desk _____

(5) Stacks _____

(2) Main Reading Room _____

(6) Others _____

(3) Art Seminar Rooms _____

(4) Periodical Room _____

b. What instructor assigned the problem and for what course? _____

3. To study from own books _____

4. To obtain general reading, not required _____

For home use _____

For use in library _____

Books _____

Periodicals _____

As a result of

a. Interest in the subject of _____

b. Instructor's suggestion _____

(Give his name)

c. Suggestion of some one else _____

d. Read about it _____

e. Heard a discussion about it _____

f. Other reasons _____

5. To read newspapers _____

6. Other reasons _____

B. 1. Did you obtain in the Library the material which you were seeking?

Yes _____ No _____

2. Why did you fail to obtain it? _____

C. Faculty _____

Graduate student _____

Undergraduate _____

Year in college _____

Not connected with college _____

Man _____ Woman _____

D. Initials of interviewer _____

(c) *Observation of inquiries.* If one or two persons can be stationed at the loan desk or at the catalog for certain periods to note the extent to which students obtain the material they want, data can be assembled which may indicate need of changes not only in the library but also in some methods of instruction. For example, if an instructor sends a class of 100 to the library for a certain book, the failure of the students to obtain the book is not the fault of the library. It is caused by the neglect of the instructor to check with the library before making the assignment. In one library statistics of the proportional number of patrons who were unable to find what they wanted in the catalog indicated immediately a serious difficulty. Patrons apparently did not know that a reference librarian existed.

(d) *Study of reading habits of students.* One college organized a representative committee, which included department heads, instructors, psychologists, and members of the education department, to study the reading habits of students, and to consider what could be done to increase reading. The following is an outline of the proposed study:²

- (1) Reading background of students.
 - (a) Their previous use of libraries.
 - (b) Their reading ability—both speed and comprehension.
 - (c) Their knowledge of the use of the card catalog and the more important reference books.
- (2) The extent and nature of student reading, from the standpoint of the student.
 - (a) Required reading in connection with classes.
 - (b) Voluntary reading of library books and periodicals.
 - (c) Voluntary reading of books other than library books.
 - (d) Voluntary reading of periodicals other than library periodicals.
 - (e) Student time study.
- (3) A study of the effectiveness of reading assignments made by faculty to students.
- (4) Existing stimuli to student reading.
 - (a) Required reading.
 - (b) Library promotion, through student publications, displays, etc.
 - (c) Book clubs.
 - (d) Dormitory and house library equipment.
 - (e) Lectures dealing with books and reading.
 - (f) Class emphasis on reading.
 - (g) Stimulation by instructors of reading of a non-technical nature but correlated with class work.
 - (h) Miscellaneous stimuli.
- (5) Definition of the goals of student reading.

² Prepared by Blair Converse, head of the Department of Journalism, and chairman, Committee on students' reading, Iowa State College.

- (6) A study of the use of books in the library by students as mentioned above. Why do students come to the library?
- (7) Program for the stimulating of student reading in the direction of the goal decided upon.

The objection to a study as complete as this is that it requires much more time than most institutions can give to it. However, many parts of the program could be used for doctors' or masters' theses in the fields of psychology and education. Those interested in libraries and reading could well take advantage of opportunities for the assignment of such subjects for graduate work. A thorough study even of parts of section four, for example, would affect much of the work of the loan department. What are the most effective stimuli which lead to reading and the formation of reading habits? Until we have more facts than we possess at present, many of our methods will be based on conjecture.

(e) *Tests to determine reading ability.* There should be many more studies of the effect of reading upon the educational development of individual students. Luella C. Pressey of Ohio State University made case studies of the reading ability of various students. Four hundred and twenty-two freshmen whose scores were the lowest fourth in a reading test were given reading exercises. "Training college students to read is entirely feasible and results in real gains in academic work."³ She reports a typical case study of a student who was deficient in reading. He was given easy reading books of the fourth-grade level. In a few months "for the first time in his life he was reading easily."⁴ It is useless to expect a student whose reading ability is limited to fourth-grade material to undertake with any satisfactory results assignments to material of college level.

Mention should also be made of studies on the use of books and libraries at the University of Minnesota⁵ and of those now under way at the University of Chicago. The success and extension of these and similar studies may be of great value to libraries.

The librarian can make a contribution to these studies. Certainly he should actively concern himself with various tests and surveys, not only on reading but also on other phases of library service.

³ Pressey, L. C. and S. L. Training college freshmen to read. *Journal of Educational Research* 21:211. 1930.

⁴ Pressey, L. C. Some college students and their problems. p. 17. Ohio State University press. 1929.

⁵ Eurich, A. C. The reading abilities of college students. University of Minnesota. 1931.

— The significance of library reading among college students. *School and Society* 36:92-96. 1932.

Members of other departments are actively engaged in discovering facts and drawing conclusions. Their standing among their colleagues, as well as their value to the institution, is in part determined by their activity in research in their own fields. Librarians have a field for study within their own profession which has scarcely been touched. Possibly their reputation for scholarship might be enhanced, were they more actively engaged in investigational studies on the use of libraries. A more important result would be the improvement of library service which should follow such activities.

SUGGESTED READINGS

Bousfield, H. G. Administrative control of book losses. *Library Journal* 56:350-53. 1931.

Leupp, H. L. Service standards from the standpoint of a large university library. *Library Journal* 53:87-88. 1928.

The need for a "measuring stick which may be applied to test the actual performance of a university library in the way of practical service to the community . . ."

Works, G. A. College and university library problems. A. L. A. 1927.

Wriston, H. M. Objective indices of faculty scholarship obtainable through the library. Association of American Colleges. Bulletin 18: 176-185. 1932.

A series of tests at Lawrence College showed that the use of books in the library by faculty members has a direct relation to their scholarship.

TESTS OF READING ABILITY

(Articles on student reading are cited in Chapter VIII)

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PART II
ROUTINE

CHAPTER X

THE ROUTINE WORK AT THE LOAN DESK¹

Requirements of the Charging System

To fill requests for books at the loan desk it is necessary to keep certain records. Although there is no one system of records suitable without modification for all libraries, there are some requirements which should be met by every library. The charging system should give the following essential information:

- (a) What books are not on the shelves and to whom are they charged? (Book record)
- (b) When were the books borrowed or when are they due? (Date record)

In addition some libraries consider it desirable to be able to ascertain:

- (c) What books has each reader borrowed and not returned? (Borrowers' record)
- (d) What fines are unpaid? (Fines record)
- (e) What titles have been lost but not yet withdrawn from the catalog? (Lost book record)

Records

(a) *The book record.* In order that any book may be quickly located, a record, which is called the class or book record, is kept under call numbers. This record is designed to show in general the location of every book not in its proper place on the shelves. It contains, or should contain, charges for all books lent, for books placed temporarily in special collections, for books sent to the bindery, and for books withdrawn temporarily for departmental use; in other words, for every book which is not in its proper place on the shelf, as indicated in the card catalog. Books placed permanently in departmental libraries are not charged in this file. Their location is usually indicated by some symbol or abbreviation in the card catalog. Books in the assigned reading room are charged in the book file, unless their location is noted in the card catalog. The record under the call numbers answers the inquiry, "Who has a certain

¹ The principles of loan desk work are described in Chapter V.

IOWA STATE COLLEGE LIBRARY

-----Call No.

Author -----

Title -----

I agree to return this book to the Loan Desk as noted on the back of this slip and to call for this slip as a receipt. I agree to pay any fine accruing from my delay in returning this book.

Name -----

Address -----

Drawn	Due
-------	-----

Claim this slip when you return this book. It serves as a receipt.

[See other side]

27917

Call slip

**FOR USE OUTSIDE C
DIRECTIO**

1. Sign name and address on this slip.
 2. You agree, as evidenced by your signature, to return the book within the time allowed under the rules of the library. The penalty for late return is at the rate of 2c per day until notice is sent; thereafter 5c per day.
- Library opens 7:45 A. M. week days. 2:00 P. M. Sunday.

LOAN LIMITS TO STUDENTS

Periodicals—Popular	Overnight
Periodicals—Technical and Scientific	One week
Fiction—Popular	One week
Other Books	Two weeks

Faculty loans are subject to recall at any time. All Faculty accounts are to be cleared June 1st.

ROUTINE WORK AT THE LOAN DESK

133

[illegible]

Book card. Both sides
are used.

[illegible]

Undergraduate reader's card. Both sides are used. A similar card of different color is used for graduate students, who are limited to 10 books at one time.

book?" or, "Where is this book which is not on the shelves?" It is kept in practically every college library, but the form of record varies greatly.

(b) *The date record.* In order to ascertain when a book should be returned to the library a date record, corresponding to the date record in public libraries, is kept by almost all college libraries. It consists of cards or slips arranged under the dates the books are due, or in some cases under the dates they are lent. The object of this record is to make it possible for the library to remind borrowers that they have library books which should be returned or renewed. Most college libraries keep a date record for loans to students but not for loans to faculty members, inasmuch as many loans to instructors are made for an indefinite period. A few libraries keep no date record but search through the book record each day to ascertain the books due. This practice is not recommended for a library which has large circulation. Undoubtedly the usefulness of the date record in most college libraries justifies its cost.

(c) *The borrowers' record.* The object of the borrowers' record is to enable a patron to ascertain how many books are charged to him. It may also serve to identify student borrowers. If there is any limitation in the number of books a student may borrow (not often the case in college libraries), this record is necessary in order that the limitation may be enforced. It is also used where clearance slips are required for seniors and students leaving college, in order to eliminate delay in endorsing slips. This record is quite generally found in public libraries; it is not kept in a majority of college libraries, partly on account of the expense of keeping three records and partly because its use is exceptional. The form varies: in some cases readers' cards, well known in public libraries, are used; in other cases slips are filed under the name of the borrower.

(d) *The fines record.* At most loan desks a record is kept, at least temporarily, of fines due the library. This record is designed to give immediate information to students who wish to clear their accounts and to enable the loan librarian to sign clearance slips. It is usually kept on special "fine slips" under the name of the delinquent patron.

(e) *The lost book record.* Some libraries which do not promptly withdraw catalog cards for lost books keep an extensive "lost book" record at the loan desk. This practice is not recommended. Catalog entries should be corrected within a few months of the loss of the book. Temporary charges should be made in the book record.

TEACHERS COLLEGE LIBRARY
General Circulation Desk

INSTRUCTIONS

1. This slip permits the use of the book in the REFERENCE ROOM on the second floor. If you want to take it home sign the card in the back of the book, stamp the book card and the date due slip, give the book card and this buff slip to the assistant at the door. This does not apply to books in the Reserve Book Room.
2. If all copies are reported in use, take this call slip to the desk at the door if you wish to find out when the book is due to be returned.
3. Difficulties in using the card catalog should be referred to the Reference Librarian.
4. Instruction and guidance in the use of the Library and its resources are available through the Library Consultant on the second floor.

(OVER)

CALL NUMBER

Teachers College
Library
Columbia University

Author.....

Title.....

Borrower.....

Address.....

Make out a separate slip for each title

Library Report on Your Request

- | | |
|--------------------------|-----------------------------|
| <input type="checkbox"/> | ALL COPIES IN USE |
| <input type="checkbox"/> | IN RESERVE BOOK ROOM |
| <input type="checkbox"/> | IN BROWSING ROOM, 311 T. C. |
| <input type="checkbox"/> | IN REFERENCE ROOM, 2D FLOOR |
| <input type="checkbox"/> | ON FOURTH FLOOR |
| <input type="checkbox"/> | ON FIFTH FLOOR |
| <input type="checkbox"/> | GIVE COMPLETE CALL NUMBER |
| <input type="checkbox"/> | GIVE VOLUME NUMBER |

(OVER)

Call slip. A slip of a different color is provided for books not to be taken from the building. The slip may be returned to the student as a receipt when the book is returned. The call slip used at Teachers College provides for the indication of the reason for failure to supply books. The same form is employed for home or room use.

How Are These Records Kept?

There are many variations in the form of charging records. Call slips, duplicated or triplicated call slips, book cards, and readers' cards are employed in various combinations for a book record, date or time record, and a borrowers' record.

Many libraries prepare book cards for all books which under normal conditions are permitted to circulate. These cards are inserted in book pockets. The call number, accession number, author, and title are usually typed on the book card. When the book is issued for use outside the library, the card is removed, stamped with the date and filed by call number as a record of the book. In order to have a second card available for the date or time record, two cards, usually of different colors, are sometimes made for each book.²

² Two cards are used at Drew University, Lawrence College, Drake, Rutgers.

When a book is charged, both cards are dated; one is filed as the book record, the other as a record of the date. Some libraries require the signature of the borrower on one or both of these cards. If the signature of the borrower is not required, the borrower's name is copied by a student attendant from the call slip, which is filed separately as a borrower's record. Some libraries omit the copying of borrowers' names, the date and call number making reference to the original call slip for full information of borrower's name and address. In some libraries with open access to stacks call slips are not used, but the two book cards are employed for the book and date records; no borrowers' record is kept. If only one book card is used, the call slip is required as a second record.

In some college libraries, the borrowers' record consists of readers' cards which serve also as a means of identification. The cards may be kept at the library or retained by the students. Sometimes readers' cards are made out for all students immediately after their registration.

Although book cards are used in most college libraries, exceptions are found among some of the older institutions,³ whose book collections at the time cards came into general use were so extensive as to render impractical the making of book cards. In some of these libraries the call slip is filed for the book record. The desk assistant fills out a temporary card or slip for the date record. This temporary card sometimes bears only the call number, accession number, and date. If a borrowers' record is kept, an additional card or slip with the borrower's name at the top is employed. Often this card for the borrowers' file remains in the file as long as the student is in college. One borrower's card serves for the entry of many books, but a new date card must be made out for each book charged. This system supplies the three records deemed necessary by some larger libraries: the book, date, and borrowers' records.

In other libraries which do not use book cards, copies of call slips are made by student attendants, carbon paper being used to make a third copy if three files are desired.⁴

For books charged for use within the building, only one record is kept on a call slip of special color. Book cards are customarily left in books withdrawn for use within the building. The call slips are kept in a separate file and are checked the morning following date of issue to insure that all books so charged have been returned.

³ Harvard, Yale, Illinois, and others.

⁴ University of Illinois.

How Are the Files Arranged?

Customarily not more than three separate files for loan charges are kept at the desk—the book file, the date file, and the borrowers' file. Several libraries have divided the book record into two or more separate files. The cards for books charged to the assigned reading room are filed separately from those charged to readers. The cards for books charged to the bindery form a third file. There may be many others. There seems to be no justification for such a division of the book record. Under this system, if an assistant wishes to locate a book, he must waste time looking in three or four files. The book record should consist of but one file, arranged by call numbers, and may include charges for:

- (a) Books lent to readers
- (b) Books at the bindery
- (c) Books in the assigned reading collection (unless the catalog indicates the location)
- (d) Books temporarily in special collections (unless the catalog indicates the location)
- (e) Books in cubicles, study rooms, etc.
- (f) Lost and missing books (temporary record only)

For facility in filing it is desirable to have all book and borrowers' cards and call slips the same width. The standard size is the usual 3 x 5, with the author and title of the book or the reader's name typed at the top. Most libraries file the slips in compartments 3¼ inches wide. A few libraries supply call slips with the printing par-

Author

Title

Name

Date

I promise to return this book to the desk tomorrow at or before 9.10 a. m., or, failing to do so, to pay a fine of ten cents for each quarter of an hour that I retain it beyond that time.

Signature

This form of call slip is not recommended. The lines of type should run parallel to the short side.

allel to the long side. This arrangement makes necessary a file $5\frac{1}{4}$ inches wide. The wide slips are not so easy to consult, require more space at the loan desk, and also require compartments of widths different from those used for the standard book cards, which are uniformly 3 inches wide. If the present arrangement of the loan desk makes the use of slips 5 inches wide necessary, it may be found desirable to rearrange or rebuild the desk.

For its file of borrowers' cards, Princeton uses with success a visible index record. This form of index is expensive to install; it does, however, save time in charging and discharging books.

Some libraries keep their readers' file apart from the loan desk, to conserve space at the desk. In a few cases, the readers' file, and even part or all of the book file, are mounted on rollers. These files can then be easily moved to the bench of the assistant who is discharging books.

How Are Books Actually Charged?

Methods used in charging books to readers depend upon the type of library and the records kept. It seems desirable to discuss the process as it is actually performed at one institution and to note variations.

To withdraw a book from the library, the patron fills out a call slip. In libraries with open shelves the call slip is sometimes presented with the book desired, or no call slip is used at all. The color of the call slip, as well as the legend it bears, designates whether the book is withdrawn for home use or for use within the building. The desk assistant glances at the call slip in order that obviously wrong, incomplete, or illegible call numbers may be corrected early in the process. In some libraries the call slip is checked with the book record in order to ascertain at once whether the book is already charged to a reader, to a special room in the library, or to some other location. This check gives immediate information to the patron, and saves not only his time but also the time of student attendants in searching the stacks for books which are already charged. If the slips are first checked with the book file, it may be advisable to indicate on the book cards, "cop. 1" whenever a second copy is received, as otherwise a reader may be told that a book is "out" when in reality only copy 1 is out and other copies are available. As an optional method some libraries insert in the book file under call numbers dummy cards for all titles which are duplicated. The dummies indicate the number of copies on the shelf. This method saves

the labor of constantly altering copy numbers. The dummy may also be used to indicate copies on reserve, thus saving the necessity of filing cards for several copies of a title of a reserved book. The form for this dummy card shown on page 141 is based on one used at Teachers College.

Some of the larger libraries require a borrower to identify himself before he is permitted to withdraw a volume. Identification may be made by means of a borrower's card, a bursar's receipt, or a registration card. Before the book is charged, the attendant compares the name on the call slip with the name on the borrower's card or receipt. The book card or cards are then removed from the book. If call slips are not used, the patron signs the book card. The call slips or book cards and the dating slip are stamped with the date the book is due. For convenience, the dating slip should be placed on the fly-leaf of the book opposite the book pocket. Some libraries stamp the date a book is borrowed instead of the date due. This practice is not recommended. If different periods of loan are permitted for different types of books, as should be the case, a reader cannot readily ascertain from the dating slip when a book is due. In the case of faculty loans for indefinite periods, however, the slip and cards are stamped with the date the book is borrowed. The book is then given to the patron.

If an instructor assigns a book for required reading without notifying the library in advance, many students will call for it within a few hours. The first student withdraws the book for home use. It should be possible to inform students coming a few minutes later that the book has been charged. Book cards should therefore be filed promptly in the book record. Promptness in entering the record in the date or borrowers' file is not so necessary. The call slips used in the date file are counted for circulation statistics and filed as opportunity offers, possibly the following morning.

Books in any special location in the building—for instance, in the assigned reading room or seminar rooms—are charged in the same way as those lent to individual readers, except that no date record is kept.

As books may ordinarily be retained in cubicles as long as needed, only a book record is necessary for them. Long perforated cards are provided. One section of a card can be removed for recording at the loan desk books which faculty members or graduate students desire to retain in the cubicles. The remaining part of the card is left in the book as an indication that the patron requires the book for fur-

UNIVERSITY
OF
ROCHESTER
LIBRARY

CALL NUMBER

Author

Title

.....

.....

Volume..... Year.....

Borrower

Reserved in Cubicle.....

Until

MAKE OUT SEPARATE SLIP FOR EACH TITLE

Charge at Delivery Desk

5M930BUR

RESERVED

In Cubicle No.....

Until

.....

(To be renewed at expiration of one month)

CALL NUMBER

In Use By

.....

Indicate by reversing the card when this Book
may be returned to the shelves.

Return to Shelf

Charge card for book in cubicle. One section of the card remains in the book; the upper section is filed.

In reproduction the size is reduced; the actual size of the whole card is 3 x 11 inches. The size of the upper section which is detached for a charge at the loan desk is, of course, 3 x 5 inches.

This form, which is used at the University of Rochester, was adapted from a similar form used at Harvard University.

LB875

D515d DeweyDemocracy and education

1	4 R	7	10	13	16
2 R	5	8	11	14	17
3 R	6	9	12	15	18

Form for dummy card used to indicate number of copies in the library. R indicates the copies which are on reserve. The card reproduced above shows that the library has 10 copies of which copies 2, 3, and 4 are on reserve.

ther use. When he has finished with it he either removes the card, or reverses it if the lower end bears the legend, "Return to shelf."

Automatic Book Charging

The charging of books by automatic devices is speedy and saves time. It has not been adopted to any extent in college libraries. The system requires the use of a reader's card and a registration card, which is deposited at the library. One of the advantages is that identification is provided through the borrower's card, which must be presented at the time a book is withdrawn. It is not known how

successfully the automatic charger would work in the larger libraries. The only three college libraries which are known to use it at present are Louisiana State University, Gettysburg College at Gettysburg, Pa., and Columbia College, Dubuque, Iowa. The librarian at Louisiana State University reports:

"The charging machine effected enough saving in supplies here in two years to take care of its original cost. It speeds up service almost 100 per cent, as it does away with the necessity for the usual call slips, only the classification, book symbol and volume number (if any) being required. The only complaint is from a few students who forget to bring their cards."

Future Development of Charging Systems

The methods used in charging books have remained the same for a long period of years, while records used in the business world have been revolutionized. It is possible and even probable that during the next decade the methods here described will have become antiquated and will be replaced, possibly by a system employing a visible index or automatic charging device more satisfactory than any now in use. There is need for experimentation on practical methods of keeping loan records.

What Should Be Done When a Book Cannot Be Located?

The ideal of the library is to supply every book needed. No library can realize this ideal. Attempts have been made by a few institutions to take every step possible to supply the books called for. Some libraries do not permit assistants to report that a book is "out" without offering to recall it if it has been charged for over two weeks. If the time limit of two weeks has not expired, a student may be able to arrange for joint use if he is informed of the name of the borrower.

A more difficult and perplexing situation arises when no charge can be found for a book not on the shelves. The following routine for such cases is in effect in some libraries. The order of search must be adapted to existing conditions and special circumstances. The routine requires sufficient assistants to permit one to leave the desk.

(a) Consult the shelf-list to see whether or not the call number is correct and whether the particular volume is listed. If not listed, the volume may not have been received or may be current and in the periodical room.

(b) If the call number as given is found correct, the reader is asked to return in about 15 minutes. A search is then made among

books returned but not yet shelved. (It will be an aid if shelving is not allowed to fall in arrears.)

(c) If the volume is not found among books waiting to be shelved, the file of slips for books charged for use in the building is examined.

(d) A search is next made in the cards not yet filed in the book record.

(e) A final search is made of the shelves, since there is a possibility of misshelving.

(f) The reader, upon his return, is told that the book still cannot be found but that a further effort will be made to locate it. A "missing" card is filed in the book record and a duplicate card is kept in a "missing books" file. Cards for missing books are checked with the shelves at regular intervals, usually daily during the first week the books are missing. This file is commonly arranged by date.

If after reasonable time the book is not found, a replacement order card is sent to the librarian. The time allowed to elapse before a missing book is reordered depends entirely upon the need. It may be less than a day in the case of a book in great demand, or it may be six months in the case of books seldom used. In the first case, the inquirer should be told that another copy is being ordered. He is notified when the book is received. In the second case his name is kept on the card in the "missing books" file, and he is notified if the book appears.

Some libraries put dummies on the shelves for missing books, thus avoiding the necessity of filing cards in the book record. When dummies are used, call slips for books which are found to be missing are marked "missing" by the stack attendant. The slips so marked are accumulated at the loan desk for a specified period. At the end of this time the slips are examined by the loan librarian to ascertain which volumes should be replaced.

How Can the Number of Books Reported Missing Be Reduced?

The number of books reported missing can be very materially reduced by the following methods:

(a) Immediate filing of book charges.

(b) Accurate filing of book cards and accurate use of the book record. Any mistake in filing a book card may result in wrong information and may lead to a search requiring several hours. The failure of the desk assistant to note that a book is charged out will cause considerable delay to a patron.

(c) Prompt and accurate shelving of returned books.

(d) Requirement that the student attendant in the stacks initial the call slip for every book not found. This fixing of responsibility tends to make the attendant more careful.

(e) Reading of shelves. Open shelves should be read much more frequently than closed shelves. In some smaller libraries, all shelves are read once or twice a month. Reading the shelves consists of a quick examination of the call numbers to make sure that the books on the shelves are in their proper order. The reading of shelves should not be confused with inventory which consists of checking the books with the shelf-list.

(f) An inventory which will correct discrepancies between call numbers as on the backs of books and on the catalog cards is very desirable. Inventories also show what books are missing. Many libraries have abandoned the practice of taking inventory in order to reduce expenses. From the standpoint of the loan department, it is desirable to take inventory of books in public rooms once a year and of those in closed stacks once in a ten-year period—one-tenth each year. Some libraries take advantage of the vacation periods of the college for inventory.

Although inventory of the stacks may be postponed, that of the open shelf collections cannot be neglected. The inventory tells definitely which books are missing. Without this knowledge, replacement cannot be made consistently. Tardiness in repurchasing delays the supply of books to patrons, and may even make it impossible for the library to procure some of the books at all.

The taking of inventory is normally considered the work of the catalog department. It does, however, affect greatly the service at the loan desk.

How Are Books Recalled?

In college libraries it is frequently necessary to recall from borrowers books urgently needed by other readers. In colleges where loans for an indefinite period are made to graduate students and faculty members, recalls are a matter of daily routine. Since faculty and students are not customarily limited in the number of books which they may withdraw, they may forget to return books due, or even forget having borrowed them. Many libraries do not recall books from faculty members. It is a basic principle of the efficient library that no one, not even a faculty member, should be permitted

to monopolize books to the exclusion of other readers. A library which states that it never recalls books from faculty members for the use of students is failing in its service.

Books are recalled by telephone when the need is urgent; otherwise, a printed form is mailed the day after the book is due. Usually a record must be kept by date of recall in order that the notices may be followed up. The date file is used for this purpose. The name of the inquirer is written on the book card to show for whom the book is recalled.

What Is Done When Recalled Books Are not Returned?

In many cases no effective "follow-up" is made to insure that recall notices are heeded. Steps should be taken to make certain that notices are respected and books returned. To accomplish this purpose, every overdue slip must be checked repeatedly until the book is returned or paid for.

The following method is suggested as a desirable routine in cases where the first notice is not heeded:

(a) On the third day the book is overdue, a second notice is sent, which is worded more strongly than the first.

(b) On the tenth day the book is overdue, a final notice is sent. Then the case is referred to a disciplinary officer, or the student is billed for the book. In the case of loans to faculty members, the sending of the final notice and any further action are referred to the librarian. A form letter used by one library is reproduced on page 148. One library, in its final notice, informs the delinquent borrower that a bill for the full value of the book has been forwarded to the Treasurer to be collected by him in the customary manner.

(c) The book is then regarded as lost. A card is placed in the book file with the notation, "Charged and billed." Order cards are forwarded to the librarian in case it is desirable to replace the book. A memorandum, or "process slip," accompanying the order card informs the catalog department that the book is lost and that the records kept by the catalog department should be corrected. This process slip eventually is returned to the loan department with a statement that all records have been corrected. The cards for the lost book are then removed from the book file.

The following form is used as a "process slip." Sometimes the slips are held by the order department for six months if the need for the books is not urgent.

The record of the loss of a book is copied on a delinquency form, or "fine slip," which indicates when notices were sent to the borrower, and also the value of the book. This slip is filed for reference and is used in making out the bill. A careful record should be kept of the facts which justify the billing of borrowers for books not

BOOK LOST OR DISCARDED		B*
.....		
.....	Call No.	
.....	Accession No.	
<u>Author</u>		
<u>Title</u>		
<u>Date</u>		
<u>Place</u>		
<u>Publisher</u>		
<u>Date Lost</u>		
<u>Amount Paid</u>		
<u>Replacement—Reorder</u>		
<u>Replacement—Ordered</u>		
<u>Access, book corrected</u>		
<u>Shelf list corrected</u>		
<u>Catalog corrected</u>		
<u>Loan card removed</u>		
17656		

returned and fines not paid, or which justify notification to a disciplinary officer, since students are likely to dispute the justice of charges. Furthermore students may desire several years later a transcript of their records, or they may return to college and be required to settle their accounts before registering.

The following forms are used for overdue notices and fines:

NEW HILL MEMORIAL LIBRARY

LOUISIANA STATE UNIVERSITY

BATON ROUGE, LA.

According to the records at the Loan Desk, you are charged with

which was due

Please return at once.

JAMES A. McMILLEN,
Librarian.

A fine of five cents is charged for each day a publication is kept out overtime.

First overdue notice

NEW YORK UNIVERSITY

WASHINGTON SQUARE LIBRARY

New York, N. Y.

FACULTY BOOK DUE NOTICE

According to our records, the books noted below are overdue. You are requested to return these as soon as possible.

Book circulation is limited to one week unless an extension of time is arranged for at the Circulation Desk.

Librarian, per.....

First faculty overdue notice. The library using this form limits faculty circulation to one week, with an extension of time if the book is not in demand.

**NEW YORK UNIVERSITY
WASHINGTON SQUARE LIBRARY**

[Three notices are sent the delinquent borrower on the first, fifth, and tenth day the book charged against him is overdue and not returned. If the book be still charged and not returned on the fifteenth day, and if no attempt has been made to settle the account, the case is referred to the University authorities for disciplinary action.]

New York City.....

BOOK DUE NOTICE:

The book noted below was due..... A fine of five cents per day is made for each day a book is kept overtime. Prompt return is requested.

Librarian, per.....

Author..... If this is not settled in
Title..... 5 days, the case will be
reported to the Dean for
action.

Final notice. At New York University the same form is used for the three notices, with the addition on the final notice of the information stamped on the lower right hand corner.

NEW YORK UNIVERSITY

WASHINGTON SQUARE LIBRARY

WASHINGTON SQUARE EAST, NEW YORK

ADDRESS ALL CORRESPONDENCE
TO THE LIBRARIAN

TELEPHONE: SPRING 7-2000

According to our records you are charged with the book noted below, which you will note is long overdue. Two notices have been sent since the date it was due. These have apparently been overlooked.

Your attention is called to the fact that books are lent to members of the faculty for one week unless an extension of time is requested at the time of withdrawal or unless renewal is requested and granted before the expiration of the lending time.

This limitation has been made necessary by the demands on the collection, as you know. If the books are not needed by students, your request for an extension will be granted.

I must ask you to return the book promptly. Your help, in the future, in carrying out these troublesome, but necessary, regulations will do much to lighten the burden on our staff.

Very truly yours,

Nelson W. McCombs,
Librarian.

Form for final notice to faculty members of failure to return overdue books

Name
Address
School
Author
Title
Amount of fine
Cost of book
Class mark
Acc. no.
Date loaned
Date due
1st notice
2nd notice
3rd notice
Reported
Returned
Fine due
1st notice
2nd notice
3rd notice
Reported
Case settled

Fine slip

What Are "Waiting List" Books and How Are They Handled?

The term, "waiting list books," is used to indicate those books which a number of patrons have expressed a desire to read. The names of these patrons are usually written on the book card.

Adequate service requires prompt notification as soon as "waiting list" books are available. The first name on the waiting list, as shown by the book card, is notified, usually by postal card. The date of the notice must be indicated on the book card in order that the assistant may know when to notify the next name on the list. The book is held for two or three days. If the inquirer does not call

within this time, the next name is notified. Some libraries require borrowers to fill out the notification card at the time of requesting the book. A few college libraries require payment of postage, but this is exceptional.

Call no. _____	Author _____
Title _____	
Requested _____	Not wanted after _____
We are happy to advise you that this book may be obtained by presenting this card at the General Circulation Desk on the second floor. It will be held until 10 p.m. _____	
_____ Notice mailed	
TEACHERS COLLEGE LIBRARY Eleanor M. Witmer, Librarian	
By _____	
(Please write your name and address on the other side)	

Notice sent to patron for waiting list book. The card is filled out by the patron desiring the book. In some libraries the patron pays the cost of the postal.

What Is the "Inter-library Loan" Routine?

Books borrowed from other libraries are usually handled by the reference department, but loans to other libraries are properly a concern of the loan department. Even incoming loans are charged to patrons at the loan desk if the books are to be used outside the library building.

Loans to other libraries are charged in the same manner as loans to persons on the campus. For incoming loans only a date record is kept. Experience has shown that it is necessary to notify the borrower about three days before the books are to be returned to the lending library. Care must be taken to impress upon the borrower the need for prompt return if the courtesy of the lending library is not to be imposed upon.

Much annoyance has been caused by the misdirection of inter-library loan packages. Unusual care must be exercised in typing the name and address on the shipping label. Many libraries insert

a typed label in the book before it is sent to be wrapped, in order to prevent forwarding packages to the wrong address. Every library which borrows or lends many books has been embarrassed, either by receiving books which do not belong to it or by having its own books missent. Special care must be taken to wrap the packages thoroughly. Pasteboard or corrugated paper should always be used.

In some libraries there has been confusion between books borrowed and books returned. One library has the rule, which seems to be satisfactory, that all prepaid express packages from other libraries are to be sent to the loan department unopened, as these packages are usually returned loans. Packages sent "express collect" are forwarded to the reference librarian, as these packages are almost invariably loans from other libraries. It was found that fewer mistakes occurred if packages from other libraries were sent immediately, unopened, to the departments of the library concerned. Some delay has occurred when books received as loans have been confused with books purchased. It is desirable, whenever possible, to have inter-library loan packages directed to a specific department rather than merely to the library.

The most approved practice seems to be to send inter-library loans by express, the borrowing library paying transportation charges both ways. Express companies supply an automatic receipt. Payment is collected more easily than in the case of insured parcel post, should loss occur. The present charge under the prevailing rate for books valued at less than \$10 is not much more, and sometimes is less, than postal rate. Shipments under the next higher valuation of \$50 are far more expensive. It is not advisable to use this higher valuation, even if the book did cost much more than the estimated value of \$10. It is very seldom that a book is lost in shipping by express, and saving in express charges through lower valuation will more than cover an occasional loss. One library lost but one package out of 5000 shipped by express during a five-year period. A book excessively rare and of greater value than \$50 should be shipped under the actual valuation.

The privilege of borrowing has been greatly abused. Books have been requested as inter-library loans which should have been purchased. Current issues of periodicals costing not over 50 cents each have been borrowed.

In the last 15 years the number of books lent by the larger libraries has increased 1000 per cent. If this increase continues, some limitation will be necessary. Any restriction on the borrowing of

out-of-print publications which interferes with research will be unfortunate. Yet the rate of increase of inter-library borrowings cannot continue indefinitely on the present basis.

The total cost of borrowing a volume amounts to nearly \$4.00, including transportation charges, according to a combination of statistics which were compiled at the Universities of California and Illinois.⁵ With the exception of the express charges, which average 73 cents, the cost is distributed equally between the borrowing and lending libraries. These figures do not include the wear and tear on the books. Why should not the borrowing library stand the entire cost of the loan? This restriction would automatically limit the borrowing to material urgently needed. The borrowing library would be financing its own service instead of incurring unpayable obligations to other institutions. In addition, the fact that a considerable sum is incurred for library borrowings would emphasize to college administrators the need for additional book appropriations.

The following procedure⁶ is suggested for inter-library loans:

For the borrowing library:

- (a) Require that the instructor or department pay all or part of the transportation charges. (Preferably all.)
- (b) Request the loan of no book or magazine in print which costs less than \$10, except under special circumstances.
- (c) Observe in good faith the rules of the lending library, especially in regard to loans for the use of undergraduates.
- (d) State on every request for whom the loan is desired. If wanted for an undergraduate, say so frankly.
- (e) Use every precaution in wrapping and addressing. Have some assistant check every outgoing package after it is prepared for shipment.
- (f) Borrow from the nearest library which may have the volume. Do not request books of the Library of Congress which are obtainable elsewhere.
- (g) Assign the duty of inter-library borrowing to one assistant who should handle requests from all libraries on the campus. Inquiries have been received from a departmental library when the volume requested was actually in the central library of the university and so entered in the Union list.
- (h) Ascertain whether an instructor requesting a number of volumes cannot make a visit to a larger institution possessing them.

For the lending library:

- (a) Print or mimeograph your rules for inter-library loans.
- (b) If libraries do not follow the rules, remove their names from the list of institutions to which loans are made.
- (c) If and when the requests become so numerous that some restriction must be made, consider all possible remedies before adopting any limitations which may be prejudicial to research.

F. K. Walter of the University of Minnesota has made an excellent statement of the abuses of the inter-library loan system.⁷ K. J.

⁵ Library Journal 57:887-88. 1932.

⁶ Adapted from Library Journal 57:889. 1932.

⁷ Walter, F. K. The burden of interlibrary loans. Libraries 35:177-81. 1930.

UNIVERSITY OF IOWA

General Library

*Through the courtesy of
we are permitted the use of
this book. In borrowing it
we promise to use it with
care and to return it not
later than*

*We are not permitted to ask
for an extension of this loan
later than four days before
the date on which this book
is due.*

50:5457

Form for notification to members of the faculty of the receipt of books borrowed from other libraries.

In another institution the following statement is substituted for the last paragraph: "Delay in returning this book may result in the cancellation of borrowing privileges by the lending library."

The University of Chicago

The University Libraries

INTER-LIBRARY LOAN

Books that can be spared are lent to other libraries upon application of the librarian, for the use of individuals under such regulations as may be imposed by the borrowing library, which becomes responsible for the safe return of the volumes.

All books must be returned within four weeks from date of receipt, unless renewal has been asked for and granted.

All charges are to be paid by the borrowing library.

.....19.....

*In accordance with the above, the following works are sent
you today by express
mail*

.....
.....
.....

Other volumes asked for by you are.....

M. LLEWELLYN RANEY, Director

Per.....

Reference Librarian

Boyer of Bowdoin College has summarized thoroughly the present practices.⁸

Inter-library loan forms most used are:

For incoming loans:

- (a) Request slip, which is filled out by the patron requesting the loan. This slip is kept as a record by the borrowing library.
- (b) Request letter, which is sent to the lending library.
- (c) Acknowledgment, which is mailed immediately on receipt of the loan.
- (d) Notice to patron that the book has arrived.
- (e) Shipping notice to inform the library that the book is being returned.

For outgoing loans:

- (f) Shipping notice to inform the borrowing library that a book is being sent.
- (g) Notice to requesting library that the volume cannot be lent.

An excellent form for the notification to patrons that the desired book has been received is given below. There is added also a time-saving form for notification to the borrowing library whether a book can be lent or not.

How Can the Delivery of Books Be Speeded Up?

Many college libraries with closed shelves make no study of the time it takes to deliver books from the stacks. A record may be made very easily by the use of an inexpensive time clock. The slip can be stamped to show when it is received from the patron, and again when the book is delivered. A study of the data collected has resulted in some cases in the adoption of methods by which the average time has been lowered. If this time record cannot be kept daily, it is desirable to keep it at certain periods during each semester.

Much can be done, as has been mentioned earlier, to expedite the delivery of books. For instance, in a large library the segregation of much used books into that portion of the stacks nearest the loan desk speeds delivery. Another possibility is the transfer to the reference room of the most used books. A third aid is the collection of some books, frequently used and likely to be stolen, on closed shelves behind the reference or loan desk. These books would include debaters' handbooks, small aids, engineering handbooks, and other ready-reference books. The reference desk is preferred to the loan desk for the location of these books, in order to avoid congestion at the latter.

The circulation files should be liberally equipped with guide cards.

⁸ Boyer, K. J. Interlibrary loans in college and university libraries. *Library Quarterly* 2:113-34. 1932.

The customary type used in card catalogs will not be satisfactory, as such guides will require replacement every week or two. Many libraries use Library Bureau guides with celluloid tips, in which may be inserted names, call numbers, or dates; but even these guides must be replaced at too frequent intervals. One library uses an extremely durable pressed card, manufactured by Gaylord Brothers,⁹ on which the call numbers are lettered or burned with an electric needle. Library Bureau also supplies an aluminum guide with a tip to hold a removable label. The objection to these guides is that occasionally the rough corners interfere with the cards in filing. Guides similar to those mentioned are obtainable from other supply houses.

Efficient and rapid delivery of books demands enough assistants at the desk to handle promptly the maximum number of calls at peak hours. Every library has an abundance of simple routine work for assistants during slack periods. It is a mistake to delay service to readers by failure to employ enough student attendants to "chase books." Observation at many busy college libraries indicates that most delays are occasioned by the fact that not enough student attendants are available. Delivery will be speeded by the assignment of the duty of obtaining books from the stacks to student attendants rather than to those of more mature years. Automatic chutes and book lifts which are extensively used in the larger libraries, represent another factor in the speed of book delivery.

It may be desirable to prohibit persons not connected with the loan department from going behind the desk.

Time can be saved by allocating to assistants elsewhere some of the detailed work customarily done behind the loan desk, such as answering telephone calls and writing overdues and notices of waiting list books. Delivery can also be hastened and the number of books reported unavailable may be reduced if special attention be given by the catalog department to the prompt preparation of books returned from the bindery, and to the prompt cataloging of books specially requested. One library has attempted to enforce a rule that all books received from the bindery, including bound periodicals, should be cleared through the bindery and catalog departments and forwarded to the loan department within 48 hours of receipt at the library. Books sent to the bindery, including current periodicals, are continually requested at the loan desk; even withdrawal for a minimum period seriously hinders service.

⁹ Listed as Wearever charging tray guides.

SUGGESTED READINGS

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CHAPTER XI

THE ROUTINE IN THE ASSIGNED READING ROOM¹

BOOKS for assigned reading may be kept on either open or closed shelves. The following routine is generally used in the closed shelf system.

What Records Are Required?

Since books for assigned reading are charged only for a limited time, elaborate charging records are not necessary. The simple system calls for only one record, which is usually kept under the authors' names but in a few libraries under call numbers. In order to enable students to ascertain what books are assigned in a given course, copies of the lists of books used in various courses are posted on the bulletin board in the assigned reading room. These lists are usually arranged, first, under the department of instruction, such as Chemistry, and second, by course number. In some libraries, duplicate copies of assigned reading lists are also kept at the desk in a loose-leaf portfolio, arranged under the name of the instructor. Interpolations keep these lists up-to-date.

How Are Books Charged?

The charging system in the assigned reading room commonly involves the use of a long charge card. At the top of the card are given the call number, the author's name, the title of the book, the date of publication and the accession number. Below this information and also on the back of the card are lines where students can sign their names. The card is ruled in order that signatures may be confined to a limited space.

To obtain a book, the student requests it at the desk by author and title. If he does not know the author and title, he is referred to the posted list. If the book is not given on this list, it is presumably not available in the assigned reading room; the student is then directed to the information assistant or to the loan desk.

If the book is in the assigned reading room, the attendant obtains it from the shelves, gives it to the borrower and asks him to sign his

¹ Principles and list of suggested readings will be found in Chapter VI.

name on the long card. The time of withdrawal of the book is sometimes written on the long card. The card is almost immediately placed in the file of loans, which is usually arranged under authors' names. When the book is returned, the card is removed from the file, placed in the book, and the book shelved.

There are some variations. One library fastens by staples on the face of the long card, below the author and title, a number of ruled sheets, which are used for signatures of students. When one sheet is filled, it is torn off, making a fresh sheet available. This method saves frequent replacement of long cards. Another library employs a call slip similar to the one used at the loan desk. This slip is signed by the student, presented at the desk, and clipped to the long card below the author and title when the book is delivered. This method saves copying the long card and also saves delay, since the assistant does not have to wait while the student is signing his name. The use of call slips also makes possible the stamping of the hour on the back of the slips by means of a time clock. This stamping saves a few seconds and makes possible a more accurate record. The time saved in each case is small but the total is considerable in libraries where thousands of books are circulated in a day. A few libraries use slips without employing long cards. In such cases, the student must write the author and title on the call slip. It is further necessary for the assistant to check the author's name, to add the copy number and probably the accession number in order to identify the book when it is returned.

Books are lent usually for two hours. Some libraries assess a fine if a book is retained over the two-hour period. Others in practice ignore the time limit unless the book is called for by another reader. In a small library a reader who has retained a book beyond the limit can be located and told that his time has expired. In some large libraries the seat number of the reader using the book is written on the call slip.

For charging books for overnight use, special slips or cards are provided which are of a different color from those for books charged for use within the building.

The Open Reserve

In libraries which employ the open shelf system of reserves, books are arranged on the shelves by authors, by class numbers, or by departments of instruction and course numbers. No charge record is necessary except for the comparatively few books taken overnight.

In most libraries the exits must be carefully supervised. Students leaving the room are requested to show all books. Overcoats cannot be taken into the room, and brief cases, if allowed, must be opened and shown to the attendant when the student leaves. The smaller libraries may not find it necessary to enforce these restrictions.

No time limit can be enforced for books used within the room. The attendant cannot obtain exact information of the need for additional copies, since there is no record of books in use. Unless there is ample duplication, however, there will be a tendency to hoard books or to hide them in the room. Books must be shelved promptly and the shelves read frequently.

Fines and Penalties

In order to obtain prompt return of books lent for overnight use, it has been found necessary to assess rather heavy fines. The fines may reach as high a figure as 50 cents for the first hour, usually with a decrease of the rate to 5 or 10 cents for subsequent hours. It has been found futile to charge nominal fines for the retention of reserved books, as students prefer to keep the books out and pay the fines. The methods recommended for the collection of fines are given in Chapter XII.

How Are Books Placed in the Assigned Reading Room?

Books are placed in the assigned reading room upon request of members of the faculty. It is obvious that the books on a long list cannot be looked up in the catalog, collected, in some cases recalled from borrowers, and transferred to the assigned reading room at a few minutes' notice. For this reason, practically all libraries request that lists of books for assigned reading be forwarded to the library well in advance of the assignments to students. Librarians also customarily request that no assignment be made to students until the library has reported which of the books are available. Before the beginning of each semester, many libraries send to instructors forms on which may be entered authors and titles of books desired for reserve. Some libraries simply send out a notice. When the lists are received, notes are made of the titles which are immediately available, the titles which will be placed on reserve later (including those ordered) and the titles which will not be available. The notes also indicate which books will be found in the reference or the periodical room. Each list is then rearranged and several copies are made by the library. One copy is sent to the instructor, one copy is

posted on the bulletin board in the assigned reading room, and a third copy is retained at the assigned reading room desk for an official record.

The routine for placing books on reserve in large libraries is more complicated than is at first apparent. Titles already in the assigned reading room are first checked on the list. The call numbers are then ascertained from the card catalog. The shelf-list is next consulted to determine how many copies are owned by the library; the number of copies is indicated on the list. The books are then collected by a stack attendant and checked on the list. The assistant in charge of the book file indicates on the list the location of books not immediately available. Books charged to other readers are recalled. Book cards for those at the bindery are marked to indicate that the books are to be sent to the assigned reading room when returned. Books shelved in the reference room and rare books not available for reserve are also noted on the list as well as those to be ordered. Care must be taken to order immediately the books not in the library as "rush" books and to make them available within 48 hours after receipt.

Some libraries charge books sent to the assigned reading room in the class file at the loan desk. Others indicate in the card catalog that the book is in the assigned reading room. A card or tab may be placed in front of the author entry, stating that the book represented by the next card is in the assigned reading room. The tabs are inserted when the titles are searched in the catalog to ascertain call numbers. A few libraries employ the same device before subject and title cards. This practice requires considerable work. If the books in the assigned reading room form a fairly permanent collection, the labor involved may be justified. If the collection is continually shifting, changes in the card catalog may require more time than charging the books in the class file. Possibly the amount of work required to insert and remove tabs in the catalog may be responsible for the tendency to retain books in the reserved collection long after their use has ceased.

The books are next sent to the assigned reading room. Long charge cards, taken from the "dead" file or newly written, are placed in them. If a shelf-list is needed in the assigned reading room, shelf-list cards must be prepared. If a two book card system is employed in the library, one of the book cards may be used for the shelf-list. After a shelf-list card and a long charge card are once made for a specific book, the cards are retained, even after the book is with-

drawn from the reserved collection. The retention of "dead" cards will avoid rewriting should the book again be placed on reserve, as often happens.

Many libraries indicate on the book that it is to be shelved in the assigned reading room. Some libraries place a projecting tab on the front flyleaf of the book. Should the book be left at the loan or periodical desk or on a table in the reference room, the tab will at once indicate that it belongs to the assigned reading collection. Some libraries place a paper or linen band around the front or back cover. This practice has the advantage of permitting the call number, copy number or accession number to be placed on the band, and may save time in charging or discharging, as the book does not need to be opened to obtain this information. A few libraries write in pencil on the book plate "assigned reading room."

Handling of Special Material

The demands at the assigned reading desk for ephemeral or fugitive material present difficulties. Sometimes an instructor brings to the library a number of small pamphlets which will have a large but temporary use. Sometimes a certain section of a rare book is photostated or mimeographed and duplicate pages are thus made available. Certain numbers of a newspaper may be needed. All this material is difficult to handle and tends to become dilapidated very rapidly. Some libraries use the ordinary vertical file, some use Gaylord binders freely. Pamphlet boxes are not satisfactory, as pamphlets are flimsy and become very easily torn. Clippings are placed in envelopes. It may be necessary to file the material under the name of the instructor or the department, as many of these publications are anonymous. All assistants at the desk must be informed of the location of this ephemeral material.

To aid in locating individual plays and short stories, many large libraries keep a card index to collections of short material. Firkins' *Index to plays*, Firkins' *Index to short stories* and Granger's *Index to poetry and recitations* may also be available at the assigned reading desk. These, of course, are additional to the copies in the reference room.

It is advisable to examine all books in the assigned reading room collection at the beginning of vacation periods and to send all those which may need binding during the next few months to the bindery immediately, as rush books. This practice will obviate the necessity of sending books to the bindery during periods of great demand.

RESERVE BOOK

The book listed on the next card is on reserve.

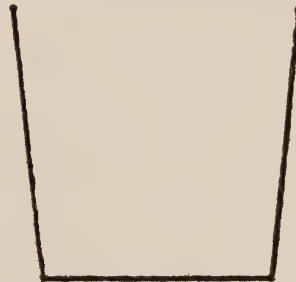
Copy the call number now and go directly to the Reserve Book Room for the book. It may be borrowed for overnight use only.

During the REGULAR SESSION, all reserve books are on the Third Floor. During the SUMMER SESSION, reserve books with call numbers 300-399 are on the Third Floor and all others (000-299, 400-999) are on the Fourth Floor.

This card is placed in the catalog immediately in front of the author card for all books in the assigned reading room. Not necessarily recommended.

Reserved Book

Remember the next reader



This book may be used in the library for 1 or 2 hour periods. It may be borrowed for overnight use if returned before 9:30 a. m.

Clip placed on front flyleaf of book to indicate that it is to be shelved in the assigned reading room.

Recall of Overdue Books

Card notices are usually sent for overdue books. In many libraries the telephone is used to avoid unnecessary delay. In one library, all students with books overdue are telephoned one hour after the library opens in the morning. If the student cannot be reached directly a message is left for him and a postal card notice is also sent. In most cases overdues are caused by carelessness; students will return books as soon as they realize that their carelessness is proving expensive to them. The telephone method does not usually prove successful in an urban university.

Arrangement of Assigned Reading Room Desk

The desk should be so arranged that students returning books do not interfere with students waiting for books. A section of the desk, entirely separate from the delivery and charging sections, should be used solely for the return of books. Space for a comparatively small charging file will be necessary at that part of the desk. The larger libraries use either a book slot or a partition which will prevent the removal of returned books by students without charging. There should be room behind the desk for a truck and one or two work tables. The desk should be long enough for several assistants to work behind it at one time without crowding.



At the desk shown the books are returned through a slot marked A. The desk is not rounded as is the loan desk pictured on page 70. Since a long desk permits several assistants to be serving many patrons at one time, a concave desk might cause crowding. An arrangement by which books are delivered through windows or grilles such as are used in banks is not recommended.

CHAPTER XII

STATISTICS, REGULATIONS AND FINES

What Statistics Are Kept by the Loan Department?

Some libraries seem to keep statistics for the mere pleasure of keeping them. Other libraries keep no statistics of the use of books. Obviously, statistics should be kept for some specific purpose. If statistics are not used or if no practical conclusions can be drawn from them, their compilation is unjustifiable. Their use may vary. Some statistics may be needed and kept for a limited period and then discontinued. For example, a proposal to remove a telephone from the information desk might require a count of calls for a few weeks but would not justify the continuance of the count indefinitely.

A better example of the temporary need for certain statistical information is the collection of data for a special investigation of students' reading, which required a tabulation of the number of students using books for different courses. This information had some bearing on the allotment of book funds to departments, as well as on departmental use of the library. Statistics for a limited period only were needed.

The questions which may require the compilation of certain statistics indefinitely can be listed as follows:

- (a) To what extent are students using the library? Is the use increasing or decreasing?
- (b) How quickly can books be delivered to patrons?
- (c) What proportion of books requested are not supplied?
- (d) How does the use of one department of the library compare with that of another, as, for example, the assigned reading room with that of the periodical room?
- (e) How large are the book losses? Are they increasing or decreasing?
- (f) How many books are borrowed from other libraries? How many are lent?

To obtain data on these points, the following statistics are regarded as the most important.

(a) *Number of books lent from the loan desk for home use.* Only a small proportion of library books used are withdrawn for home

use, probably less than 10 per cent.¹ Nevertheless, the number of books withdrawn for home use undoubtedly bears a fixed ratio to the total number of books used. Statistics of home use, therefore, give fairly reliable information as to whether the use of the library is increasing or decreasing, and are probably as significant as any figures which can be readily obtained. They are easily collected, requiring merely the counting of the call slips for home use. If the number of books withdrawn for use within the building is also counted, a combination of the two sets of figures will be more nearly representative of the total use.

(b) *Number of books supplied for use within the building.* The collection of statistics on room use may tend to slow up the service, especially in the assigned reading room, where thousands of books are issued in a single day. The figures, however, will show whether the use is increasing or decreasing, and may be valuable as a means for determining the number of assistants required. The statistics will vary greatly with different libraries, depending upon the number of books available on open shelves, and therefore will be of little value for purposes of comparison. They will aid in showing whether the use in any one library is increasing or decreasing.

(c) *Number of books lent from the assigned reading room for overnight use.* These figures are not so significant as the corresponding statistics collected at the loan desk, and vary with different libraries. The factors which cause variation are the hours of closing and the location of the college. For example, it is not convenient in large cities for students living several miles from the campus to return to the library in the evening to withdraw books for overnight use.

(d) *Number of books lent for home use from the periodical room, departmental libraries and seminars.* These statistics are often not reported. They are necessary, not only to show the comparative use of various collections on the campus, but also to indicate the total use of all libraries of the university. The total number of books borrowed for overnight use is not so significant, and should be kept distinct from the number borrowed for a longer period.

(e) *Attendance.* Few libraries record the total attendance, since counting all students who enter the library may require the employment of a special attendant. Some libraries count the number of

¹ One library counted for two days all books used within the building. The ratio of books lent to books used within the building was one to fifteen. It was necessary to observe carefully the number of books used from open shelves.

readers in reading rooms at a definite time each day. Most libraries depend upon the recorded number of books borrowed for home use as an index of the use of the library.

(f) *Number of books lost.* How many books disappear? Is the count of the number of books which disappear kept distinct from the count of books lost and paid for? Statistics of books stolen may show a need for more adequate supervision of the open shelves or of the stacks. The statistics themselves are usually kept by the catalog department. The loan librarian should note each week the number of books reported missing. Some libraries indicate the special collections from which books are lost, as reading room shelves, open reserves, display shelves, botany library, English seminar, etc. A prompt scrutiny of these figures has often led to the detection of the delinquent persons who have failed to respect the rights of others.

(g) *Length of time required to deliver books called for.* This record seems to be one of the most valuable that can be compiled, yet few libraries keep it. If it is kept, a time dater is essential. Libraries with large circulation will not need to compute the averages for all calls. Samples can be taken. The average over a number of months will show whether the length of time for delivery is increasing or decreasing. If one attendant is slower than another, the time record will so indicate.

(h) *Number of books requested and not supplied.* This record is coming into increasing use; it is believed to be one of the most important records that can be kept. It is described in Chapter IX.

(i) *Statistics of inter-library loans.* This record can be kept easily by counting each day the number of books received or lent. Some libraries make a card for each book requested, and on the card note the name of the instructor requesting the book and the name of the library from which it was borrowed. These cards are of value in the case of a subsequent request for the same title, inasmuch as the name of the library which supplied the book is given. A compilation of these records for a number of years will indicate what periodicals are in most demand, and should possibly be purchased instead of borrowed.

How Often Should Statistics Be Reported?

Some loan departments report statistics monthly to the librarian. Others report annually. It is recommended that monthly reports be made. A discussion of the monthly statistics at a meeting of department heads and a comparison of current statistics, not so

much with those for the previous month as with those for the corresponding month of the previous year, has yielded fruitful results. Some cases in which these statistics have proved valuable are as follows:

(a) In one college, objection was made to any increase in the library budget because the enrollment had not increased. The number of books requested at the loan desk, however, showed a decided increase which justified a request for more funds for both books and service.

(b) Objection to duplication of titles was made by the library committee. Figures, showing the number of books called for and not supplied because the single copies were in use, convinced the committee of the necessity for duplication.

Many other cases could be cited. Too much emphasis cannot be given to the fact that statistics, to be of any value, must be used. If unused, they should not be kept.

The form used by Teachers College of Columbia University is given below. It should be noted that comparison is made with the corresponding month of the preceding year, not with the preceding month.

STATISTICAL REPORT
Teachers College Library

	Department		
	Month	193...	
<i>USE</i>	This month	This month last year	Increase or decrease
Reserve books			
Faculty	.....	.....	.....
Students	.....	.....	.....
Part-time	.....	.....	.....
TOTAL	.....	.....	.....
Non-reserve books			
Faculty	.....	.....	.....
Students	.....	.....	.....
One-week books	.....	.....	.....
TOTAL	.....	.....	.....
Rental books	.....	.....	.....
GRAND TOTAL	.....	.....	.....
STACK BOOKS	.....	.....	.....

MONEY COLLECTIONS

Fines	.....
Rental charges	.....
Ink stations	.....
Reserve postals	.....
Sale of publications	.....
Sale of duplicate books	.....
<i>Replacements</i>	.....

Total collections

NOTICES AND LETTERS MAILED

Faculty overdue notices	.....
Overdue books outstanding	.....
Student book notices	.....
Overdue books outstanding	.....
Student fine notices	.....
Fines outstanding	.....
Other letters written	.....

Inclusive dates

DISPLAYS

.....
.....
.....
.....
.....
.....

Signed

This form is due by the 5th of the month. It should be supplemented by your monthly note to the Librarian embodying interesting and useful comments on the work done, with suggestions for possible changes and improvements.

Many libraries omit the count of notices and letters mailed, which Teachers College requires, but include a statement of the average length of time required to fill calls and the number of books requested but not supplied.

Rules and Regulations. Privileges

Rules and regulations are designed to promote the use of books and to make books available to all readers without discrimination. Exception to any rule may be necessary at some time because of a particular need, but should be made impartially.

The principles underlying the necessity for these rules are given in various sections of part I. The following rules are those commonly enforced.

(a) Withdrawal of books for home use is commonly limited to enrolled students and members of the faculty.²

(b) College libraries in general do not limit the number of books that can be withdrawn at one time by student or instructor. Some libraries with few duplicate copies have been compelled to restrict the number lent to students to two or three.

(c) Most libraries lend books to students for two weeks. Recent publications, including current fiction, are lent for one week only;

² Exceptions are given on page 16, Chapter II.

the loan of books on special reading lists may be limited to three days. Some libraries lend for three weeks and some for a month. Loans to members of the faculty are usually for an indefinite period. A few libraries place the faculty on the same basis as students. Some lend to faculty members without time limit but recall books needed by others. Too many libraries never recall books from faculty members. This practice is not recommended.

There is some justification of loans for indefinite periods to faculty members engaged in research, since the books which they use are not likely to be required by other readers. Furthermore, the research worker may require a book for a considerable time. There seems to be little justification, however, for failure to recall books from faculty members when they are needed by others. At some specified time, either at the end of the semester or at the end of the year, all books should be recalled. Lists of their book charges to members of the faculty for checking have yielded unsatisfactory results.

(d) *Discipline.* Most libraries prohibit talking in reading rooms. Some libraries prohibit loitering or extended conversations in the halls. Careful attention by attendants to the enforcement of such rules is necessary if readers are not to be disturbed.

Practically all libraries are strict in requiring reasonable care of books. Readers are held responsible for mutilation or for loss. Faculty members should not be excepted from this rule; in too many cases they are either not charged for lost books, or the bills are not collected. Collation of valuable books, especially art books, each time they are issued, may be necessary. Many instructors have aided in the enforcement of payment for mutilated books by reporting the discovery of pages torn from library books and presented in themes and assignments.

(e) *Admission to stacks.* In most libraries all graduate students and members of the faculty are admitted to the stacks, but in a few large institutions access to the stacks is restricted to faculty members and candidates for the doctor's degree. Exceptions are commonly made, for example, when an undergraduate needs to consult many volumes in a set. In the small college the stacks are open to all.

Fines

A rule is of no value if it cannot be enforced. Fines are assessed in order to make rules effective. The fines for overdue books vary

from two to five cents a day, the five cent fine being possibly more general. The fines for overnight books, which are assessed on an hourly basis, are much greater. No library has been found which charges faculty members for overdue books, although there seems to be no logical reason, in theory at least, why fines should not be so assessed. Practically, the assessment of fines against faculty members might cost more than the amount collected.

If fines are assessed, they should be collected. Few libraries have found any effective means of collection. The method depends upon the business organization of the institution and is not under the control of the library, except in so far as the librarian can make recommendations. A satisfactory system of collection requires the support and assistance of the administrative officers of the college. The system that works most satisfactorily appears to be the automatic collection of all fines in excess of 50 cents by means of bills from the office of the college treasurer, with a rule preventing a student from registering or from obtaining a transcript of his record until all bills are paid. This system requires little supervision and saves argument. Another method is the requirement that a specified deposit against which fines are charged be made with the treasurer. When the deposit is exhausted, a new one is required. Sometimes this deposit is included as part of the breakage fee. A third option is the withholding of all grades by the registrar until the bill is paid.

The first method can be used for the collection from members of the faculty of charges for lost books. The other methods cannot be used for this purpose.

SUGGESTED READING

Gerould, J. T. A plan for the compilation of comparative university and college library statistics. *Library Journal* 31:761-63. 1906.

APPENDIX I

BIBLIOGRAPHY

Selected lists of readings appear at the ends of most chapters. Those who wish to make a more thorough study of articles on college and university libraries will find references listed in the following bibliographies:

Williams, Hugh. College libraries in the United States. N. Y. State Library Bulletin. Bibliography 19. 1899.

This bibliography comes down to 1899. It is continued by

Plum, D. A. A bibliography of American college library administration, 1899-1926. N. Y. State Library. Bibliography Bulletin 77. 1926.

Supplements to Miss Plum's compilation are found in

American Library Association. College and Reference Section. College and Reference Library Yearbook, no. 1-date. 1929-date.

In addition, many references to college libraries in both the United States and Great Britain can be found in

Cannons, H. G. T. Bibliography of library economy . . . 1876 to 1920. A. L. A. 1927.

The continuation of Cannons' *Bibliography*, now being compiled under the auspices of the American Library Association, will cover college and university libraries since 1920.

In addition to the bibliographies mentioned above, printed reports of the larger university libraries contain invaluable material. Rules can be found in the handbooks published by many university and college libraries. The bulletins of the American Library Association and the College and reference library yearbooks contain statistics of value.

APPENDIX II

INSTRUCTION FOR STUDENT ATTENDANTS

Many libraries have felt the need of written instructions for the use of student attendants recently appointed to the library staff. These general instructions should be supplemented by detailed information on the nature of the work in the department in which the student is employed. Time will be saved if written instructions on the shelving of books, the sending of overdue notices, and similar work can be given to attendants at the loan desk and in the assigned reading room. The following instructions, which apply to all student attendants in one library, may be modified to meet the need of any other library. Practices vary so greatly with different libraries that a more detailed compilation of this nature would be of little value.

INFORMATION AND DIRECTIONS FOR THE USE OF STUDENT ATTENDANTS

(a) What are the general qualifications required for employment in the library?

(1) Accuracy and speed. Inaccuracy in reading call numbers and in typing, and inability to think quickly are fatal to satisfactory service.

(2) Adaptability and alertness. The ability to change quickly from one type of work to another is desirable. Assistants at the various desks must be alert in serving the public. An inquirer should never be compelled to wait while an assistant is finishing card filing or similar work.

(3) Legible handwriting is necessary in most departments of the library.

(4) High scholastic average. Employment is usually offered only to a student whose scholastic rating is above the average of his class.

(b) What are the duties of student attendants?

(1) Promptness. Assistants must be at their assigned posts promptly at the time scheduled. If unavoidably delayed, the assistant should notify the head of his department as much in advance as possible.

(2) Leaving post unfilled. If an attendant is delayed and does not appear for work at the time he is scheduled, it is the duty of the attendant on the previous shift to report the fact that he is leaving but has not yet been relieved.

(3) Arrangements for a substitute should be made through the head of the department and not directly between two assistants.

(4) Absences on account of extra-curricular activities. Absences to attend football games or other events of particular interest will be permitted only when arrangements are made in advance. Frequent repetition of a request for this privilege will not be granted. Substitution will not be permitted except with the sanction of the chief of the department.

(5) Time sheets. The name, address, and telephone number of the assistant should be written at the top of each time sheet. Assistants are required to give a correct account of their time on the sheet. Records on the time sheet should show the actual time when each student begins or stops work. The time sheets are collected on the first of the month and payment is made on the fifth. Checks will not be distributed in the library but must be called for at the treasurer's office.

(6) Aid to readers in stacks. Wherever a student attendant may be working, he is expected to help instructors or others who have access to the collections and to take the initiative in offering assistance if help appears to be needed. If this duty interferes with other urgent work, he should report at once to his superior.

(7) Assignment of work. An attendant who is doubtful about any procedure should inquire of the assistant in charge of his work. He should not ask another attendant. Reading books, papers, and periodicals, writing themes or doing any personal work while on duty is not permitted. If an attendant has completed the routine work assigned him, he should so report.

(c) What regulations govern the personal conduct of attendants?

(1) Appearance. Student assistants must be neat in their personal appearance at all times. If it is necessary to remove coats during warm weather, vests should be removed also. Suspenders must not be exposed. A neater appearance is presented if collars are not loosened or ties removed.

(2) Class or fraternity rivalry. Class or inter-fraternity rivalry shall not enter into staff relationships in any way.

(3) Visits of friends, and conversations. Visits of personal friends must be discouraged. Friends of attendants may not be taken into the stacks. Conversation with readers at the loan desk or with other attendants on matters unrelated to library work is not permitted and must be courteously and tactfully discouraged.

(4) Telephone calls. Telephones shall not be used for personal calls without permission of the chief of the department. The receipt of personal calls during working hours tends to disrupt service and should be emphatically discouraged by the attendant.

(5) Loitering when off duty. Student assistants, when off duty, must not loiter about the library. At such times they must observe the regulations which apply to patrons.

(6) Lunches. Attendants are to eat lunches only in the rooms definitely assigned for such purposes. They will not eat when on duty.

(7) Coats and hats. Coats and hats should be left in the staff rooms and not taken into the assigned reading room or other rooms of the library. Money and articles of value may be left in drawers assigned for the purpose; they should not be left in the staff room of the library.

(d) What are the special privileges of student attendants in the library?

Student attendants have no special privileges by virtue of their employment in the library. They are subject to the same regulations as other students in the withdrawal of books, payment of fines, and use of stacks.

(e) What are the opportunities of promotion for student attendants?

There are a number of positions in the library which require expert service and are therefore listed at a higher hourly rate. These include the position of shelver, of seminar attendant, and certain positions in the catalog, order and serials departments. To qualify for such positions attendants must show unusual ability. Length of service is not a qualification unless it has developed the required qualifications.

A few students have become so expert during their employment in the library that they have become eligible upon graduation for full time positions. Students interested in entering the library profession should confer with the librarian as early as possible, in order that their courses of study may be planned to meet the requirements of the profession.

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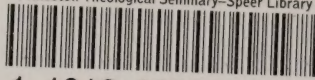
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